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ABSTRACT

This curriculum guide was developed in Phase II of a two-phase project designed (1) to develop a model curriculum guide for all adult basic education programs in Rhode Island that reflects the goals and objectives of the Adult Performance Level Study (a study which stressed the need for adult educators to become involved with the concepts of competency-based education, coping skills, life skills, and functional literacy), and (2) to develop a behavioral objectives bank (appendix A) based on the content of the guide. The guide is designed to aid the teacher in using five content areas as the basis for instruction in literacy skills and which are structured around recognizable issues and personal needs of adult students. Introductory information provides suggestions for using the guide at the classroom or individual level, and gives an overview of objectives for each content area. The five content areas, presented in separate sections, are (1) Occupational Knowledge, (2) Consumer Economics, (3) Health, (4) Community Resources, and (5) Government and Law. Objectives and related activities, and a bibliography follow each content area. The Behavioral Objectives Bank and a listing and brief description of audiovisual materials are appended. (WL)

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A Curriculum Guide for Adult Educators

based on the

Adult Performance Level Study

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INTRODUCTION

The Adult Performance Level Study startled educators a few years ago with results that showed that one-fifth of the adult population lacks the knowledges and skills to function effectively in society. Since that time over thirty states have become involved with the concepts of competency-based education, coping skills, life skills and functional literacy---terms basically referring to the concept of teaching students what they need to know in order to meet the demands of daily living.

In January, 1976, John Boulemetis, research associate at the University of Rhode Island, submitted a proposal for an eight-month project to complete the following objectives:

1. To develop a model curriculum guide for all ABE programs in R.I. that reflects the goals and objectives of the Adult Performance Level Study.

2. To develop a behavioral objectives bank based on the content of the curriculum guide.

The project consisted of two phases of development. In Phase I, an advisory committee of adult educators was formed to serve as resource personnel and evaluators of the guide. Questionnaires were sent to all ABE directors and teachers requesting "feedback" about their present programs. The data received indicated that more information was needed on competency-based programs and how they could be implemented in classroom situations.

A nationwide search for ABE competency-based materials was also conducted during Phase I. Because of a limited budget and an awareness of the fiscal expenditure limits of local programs, every effort was made to concentrate on high-quality, low cost, workbook-type materials.

Phase II of the project consisted of the development of the Guide. The first task was to revise and supplement the original objectives of the APL Study in order to make them more applicable to teacher and student needs in Rhode Island. The second task was to prepare teacher/student activities for each objective. These are designed to teach the basic academic skills of reading, writing, speaking, listening and computation, but they are structured around recognizable issues and personal needs of students. It should be noted that these activities are intended primarily as samples which the teacher may select in order to accomplish the stated objectives. The purpose of the Guide is to aid the teacher in using the five content areas as the basis for instruction in literacy skills. The Guide is not to be considered an inclusive curriculum, consisting of learning modules, activity packages or lesson plans. It is felt that methodology and systems of delivery are most effectively determined by teachers and administrators. In short, the Guide focuses on content rather than on procedures.

A bibliography of pamphlets and related materials follows each content area. Obviously, there will be a need for periodic updating; however, the teacher need not assume that utilization of the Guide depends upon the acquisition of these materials. Teachers are encouraged to use whatever materials are available to them as a means of accomplishing the APL objectives.

The Behavioral Objectives Bank (Appendix A) consists of objectives that have been written as testable items, or instruments for evaluation. Once again, these are sample items, intended to demonstrate how learning can be measured. The teacher will want to develop additional behavioral objectives as needed for his/her students.

CONCLUSION

With the development of the Guide, Rhode Island has officially joined with other states in introducing the APL concept to adult educators. We have focused our curriculum at the instructional level, developing a model which we feel reflects the needs of ABE teachers and students. We hope it succeeds in aiding teachers in their individual approaches to adult learning.

Marie Verdi
Shari Basner

October, 1976

University of Rhode Island

HOW TO USE THE CURRICULUM GUIDE

A conscious effort was made when constructing this guide to avoid prescribing any particular procedures to be followed when attempting the various suggested activities. Teaching environments, student needs, the type of class being taught (ESL, ABE, HSE) and personal teaching styles are just some of the variables that would have to be considered when describing specific methodology.

Several suggestions, however, regarding the use of this guide are listed below. It is hoped that each teacher will thoroughly survey and ultimately use this guide in any manner or sequence that is most helpful and comfortable to him or her.

Suggestions for Classroom Use

1. Read the "Overview of Objectives" to get a quick survey of the five content areas.

2. Ask the students, either as a group or as individuals, to select from a list of possible topics those in which they would be most interested.

3. Introduce the cooperatively selected topics to the entire group through discussion activities or audio-visual materials. Additional individual work should also be made available, depending on each student's reading level and particular interests.

4. Decide whether the activities selected from those listed under the appropriate objectives will be performed by the teacher, a group of students or each student separately.

5. Use the behavioral objectives (Appendix A) for evaluating the students' progress. A cumulative "test" can be organized at the completion of each topic or students can individually perform the appropriate tasks whenever both they and the teacher feel they are ready.

Suggestions for Individualized Instruction

1. Read the "Overview of Objectives" to get a quick survey of the five content areas.

2. Select a series of topics in consultation with the student that relate to his/her particular interests. The topics may reflect the student's general experiences, job goals, family life or any other perceived needs.

3. Choose from the activities listed under relevant objectives those that are appropriate to the student's diagnosed reading (Level 1 = 0-4th grade reading level, Level 2 = 5-6th, Level 3 = 7-8th). Specific objectives or activities can be recorded on a prescription sheet so that both teacher and student are aware of definite goals and accomplishments as the student progresses.

4. Select from the bibliography those portions of a book (sections, chapters or lessons) that relate directly to the prescribed activities.

5. Use the behavioral objectives (Appendix A) to assure that the activities selected cover all the skills areas - reading, writing, speaking/listening, computation and problem-solving - at the level appropriate to the individual student (Level 1, 2 or 3).

6. Measure student progress by using the behavioral objectives as test items for each objective outlined in the prescription. Alternatively, teachers may judge that accomplishment of each activity is adequate demonstration of proficiency.

OVERVIEW OF OBJECTIVES

OCCUPATIONAL KNOWLEDGE

1. To build an oral and written vocabulary related to general employment experience.
2. To be aware of special vocabulary terms associated with prominent Rhode Island industries.
3. To identify and know how to use sources of information that may lead to employment.
4. To distinguish between general occupational categories and to identify educational and experience requirements with jobs in each category.
5. To be aware of vocational testing, counseling and training services in Rhode Island.
6. To develop an awareness of personal job interests and skills relating to employment goals.
7. To prepare for job applications and interviews.
8. To be aware of the interpersonal aspects of employment as they relate to standards of behavior.
9. To know the financial and legal aspects of employment.
10. To understand the general functions and operations of private industries and unions.
11. To be familiar with procedures related to unemployment.

CONSUMER ECONOMICS

1. To build an oral and written consumer economics vocabulary.
2. To know how to work efficiently with units of currency, weights and measures.
3. To understand sales and income tax.
4. To be aware of the basic principles of money management as they apply to budgeting.
5. To use catalogs, consumer guides and other reference materials to select goods and services.

6. To understand the principles of comparison shopping and to be aware of the possible advantages of special sales.

7. To be aware of appropriate and inappropriate forms of selling and advertising.

8. To know how to go about pricing and purchasing home furnishings and to know the basic procedures for the maintenance of these personal possessions.

9. To be able to obtain housing and utilities based on personally determined housing needs.

10. To know the procedures involved in buying and operating a car.

11. To be familiar with banking services in the community.

12. To understand how credit, loans and insurance work and how they may be obtained.

13. To know the resources available for consumer protection in cases of fraud or negligence.

HEALTH

1. To develop a working health vocabulary including basic medical terms which would help in reporting symptoms to doctors and following directions for treatment.

2. To understand basic safety measures and to know how they can prevent accidents and injuries in the home and on the job.

3. To know about chronic health conditions, their symptoms and treatments.

4. To know medical and health services in Rhode Island.

5. To understand the physical and psychological influences of pregnancy and the need for proper prenatal care.

6. To understand the importance of family planning and to be aware of resource information about birth control.

7. To understand the special health needs of children.

8. To be aware of the changing relationships between parents and children as they occur from childhood to adolescence.

9. To understand how preventive care and health maintenance contribute to good mental and physical health.

10. To be able to report emergencies and to apply first aid.

11. To know about health or medical insurance and to be aware of available financial assistance for medical or health problems.

12. To know about proper dental health.

13. To understand the basics of nutrition.

14. To know about tobacco, alcohol and drugs, and to be aware of their physical and psychological effects.

15. To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

COMMUNITY RESOURCES

1. To build an oral and written vocabulary pertaining to community resources.

2. To be aware of United States government departments and agencies.

3. To understand the functions of community services.

4. To understand Social Security, Medicaid and Medicare.

5. To be aware of local health and medical services and to know how to contact the organizations providing them.

6. To know various recreational facilities available in the community.

7. To be aware of various ways of utilizing information services in the community.

8. To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

9. To be aware of school situations that require or relate to parental involvement.

10. To build an oral and written vocabulary of transportation terms, including car insurance terms.

11. To be able to recognize and utilize signs and schedules related to transportation needs.

12. To be able to request information about travel accommodations, reservations and fares.

13. To learn the use of maps relating to travel needs and to be aware of the general geography of Rhode Island.

GOVERNMENT AND LAW

1. To develop a working vocabulary related to government and law.

2. To develop an understanding of the structure and functions of federal, state and local government.

3. To identify the government agencies responsible for servicing individual and community needs.

4. To understand the functions of the court system.

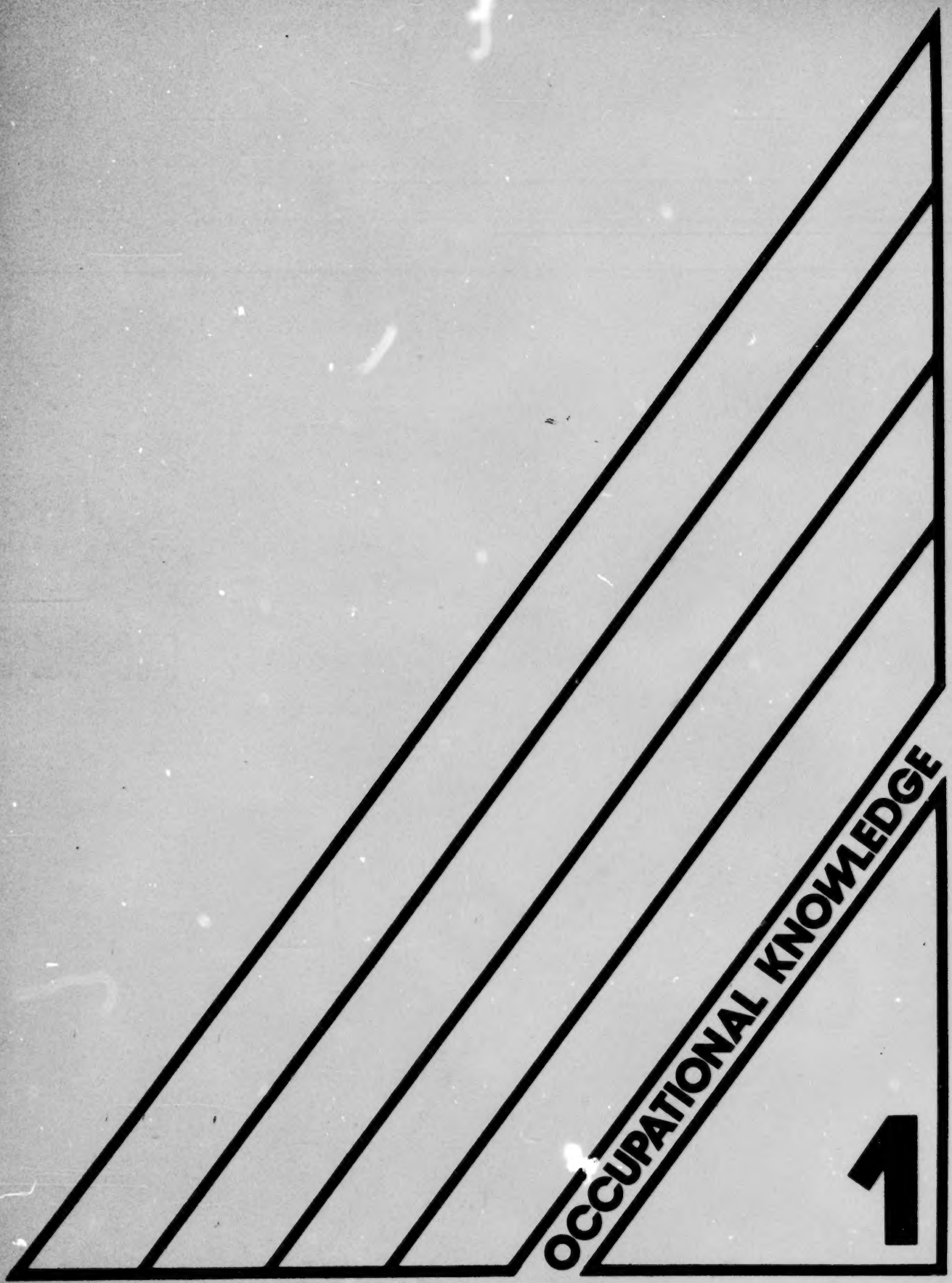
5. To know about legal rights of the individual and to know how to obtain aid for legal problems.

6. To be knowledgeable of rules and regulations regarding immigration and citizenship.

7. To know how to apply for licenses and other legal documents and to know the circumstances when they are needed.

8. To understand the basics of the American tax system.

9. To understand and participate in procedures relating to elections and voting.


OCCUPATIONAL KNOWLEDGE
1

GOAL: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests.

OCCUPATIONAL KNOWLEDGE

OBJECTIVE 1: To build an oral and written vocabulary related to general employment experience.

Activities:

1. Develop a vocabulary related to general hiring procedures (application, interview, personnel, manager, etc.).
2. Using the want ads, locate and circle words relating to general job classification (skilled, unskilled, temporary, etc.).
3. Read over several application forms and list words and terms that may require explanation (marital status, previous employment, draft classification, references, etc.).
4. Prepare a matching exercise of words listed above with their meanings.
5. Ask questions using the vocabulary words found on applications (for example, How many dependents do you have?).
6. Using the want ads, make a list of abbreviations found (yrs., wk., aft., appt., etc.) and write out the words in full.
7. Using the above list, prepare a matching exercise of abbreviations and complete words.
8. Using copies of federal forms (W-2, W-4), list unfamiliar terms and explain their meanings (exemption, allowable, claim, dependents, allowances, certify, exceed, penalties, etc.).
9. Write sentences using above words and underline them (for example, "I claim three dependents.").
10. Write a "job wanted" ad for yourself using words and abbreviations discussed in class.
11. Explain terms related to payroll (gross pay, deductions, net pay, time card, time clock, etc.).
12. Using a copy of a payroll time card, fill in the card and have students answer prepared questions about it (for example, "Name the day Joe punched out at noon.").

OCCUPATIONAL KNOWLEDGE

OBJECTIVE 2: To be aware of special vocabulary terms associated with prominent Rhode Island industries.

Activities:

1. Discuss the various kinds of industries in R.I. (jewelry, manufacturing, textiles, etc.) and list the major products produced by them.

2. Using the Yellow Pages, look up "jewelry" and list subcategories of that industry (jewelers' castings, metal, jewelry contractors, designers, findings, soldering, etc.). Explain the terms.

3. Using the want ads, find and list occupations associated with the jewelry industry (polisher, solderer, plates, carder, boxer, linker, gluer, etc.).

4. Look up the "Jewelry Guide" in the Yellow Pages and read aloud the specific captions that indicate company specialties (Beads, Boutiques, Bracelets, Buckles, etc.).

5. Visit a company and have someone explain the basics of jewelry manufacturing.

6. Using the want ads, locate add list terms relating to general factory work (drill press, assembly, foot press, packing, bench work, etc.).

7. Describe your occupation using the "special" vocabulary relating to the nature of your work.

8. Arrange a tour of a textile mill in R.I. and write a brief report of the visit, using some of the new words learned.

9. Write or call several R.I. industries and ask for brochures of their companies. Prepare a "job file" of collected materials.

10. Using a brochure received from a company, read aloud the categories of general information provided (identification cards, jury duty allowances, safety rules, R.I. Temporary Disability Insurance, etc.).

Objective 3: To identify and know how to use sources of information that may lead to employment.

OCCUPATIONAL KNOWLEDGE

Activities:

1. List sources of job information (word of mouth, bulletin boards, newspapers, employment security, private agencies, etc.).

2. Describe in a few sentences how you first found out about your job.

3. Discuss the kinds of information posted on bulletin boards at work, and write a suggestion to your employer requesting one or suggest ways they can be improved.

4. Using the Yellow Pages or want ads, locate a job area you are interested in (for example, plasterer), and write down the names and phone numbers of several companies.

5. Locate want ads that promise "unlimited opportunities", "high commissions", "many incentives", etc., and discuss those which you feel give false leads.

6. Select three want ads that do not give enough information about a job.

7. Discuss federal regulations involved in advertising for employment (prohibits references to race, sex, age, nationality, religion).

8. Using the Yellow Pages, look up R.I. State Employment Service and write down the job referral and training information center listed.

9. Using the phone book, look up R.I. Employment Security and write down the address and phone number of the nearest employment office.

10. List items you would take with you to a state employment service (social security card, names of places you have worked, proof of military and educational status, etc.).

11. Invite a speaker from CETA, 1 Weybosset Street, Providence, to discuss its job referral programs.

12. Using newspaper ads and the Yellow Pages, locate employment agencies and name the areas they specialize in (managerial, clerical, etc.).

13. Make a list of unfamiliar terms found in agency ads (resume service, keypunch, programming, etc.) and discuss them in class.

14. Read a contract from an employment agency and explain the terms of the contract.

15. Using an application or contract from an employment agency, compute the fee for the services.

OBJECTIVE 4: To distinguish between general occupational categories and to identify educational and experience requirements with jobs in each category.

Activities:

1. Prepare a sheet listing the following job categories: Semiskilled, skilled, technical, clerical, sales, paraprofessional, service, hotel and restaurant, driving, and others, and have students list occupations under each category.

2. On a bulletin board, post want ads under headings of general job categories.

3. Read about an occupation that interests you and write out a brief description of it.

4. Using want ads, select those of interest and write down the education and experience required, salary, benefits, etc.

5. Visit the library and ask to see the Dictionary of Occupational Titles. List new occupations that interest you or those relating to your present job.

6. Make a general personal history sheet including your qualifications (education, job experience, talents, skills, etc.) and match them to requirements of occupations you have selected.

7. Evaluate your abilities in your occupation by writing sentences under given headings of "Things I Know" and "Things I Need to Learn".

8. Define "salary" and "wage" and list several occupations under each pay category.

9. Read about and write outlines and brief reports on selected occupations. Have students keep folders including reports, pictures, related articles, etc. Distribute folders to other class members.

10. Play the game "People and Possibilities". Have students think of specific jobs for people with special talents or skills. For example, ask "If a person is a good typist, cook, mechanic, etc, where can he/she find a job?" Encourage several answers for each occupation.

OBJECTIVE 5: To be aware of vocational testing, counseling and training services in Rhode Island.

Activities:

1. Discuss the purpose and nature of vocational testing and counseling.
2. Using the Yellow Pages, look up "Vocational and Educational Guidance" and list the agencies that provide counseling services.
3. Read and discuss information received from a private counseling service (career programs, fees, etc.).
4. Compute the cost of counseling services for a given amount of time.
5. Discuss the preparations involved in taking tests (knowing the purpose of the test, knowing what it measures, understanding directions, being aware of testing cautions such as guessing, etc.).
6. Read facsimilies of directions of standardized tests and explain them orally.
7. Using facsimilies mentioned above, list words commonly used in directions which might require further explanation (passages, marking, blank, appropriate, column, etc.) and match words with their meanings.
8. Explain what aptitude tests, achievement tests and interest inventories measure and give examples of sample questions of each format.
9. Invite a vocational counselor from a local school system to explain testing.
10. Practice taking a sample test and discuss scoring procedures.
11. Discuss, in general, the results of the test.

12. On a wallet size card, write down the names of tests taken, dates, and scores received, and keep it for future reference.

13. Contact the R.I. Employment Service and inquire about the tests administered there.

14. Read about the Comprehensive Employment and Training Act (CETA) and explain this national program.

15. Contact the Department of Economic Development, 1 Weybosset Hill, Providence, and request a copy of the CETA Handbook (a four-page brochure).

16. Using the CETA Handbook, discuss the eligibility requirements for CETA programs and write down your area representative (for example, Area III, Warwick, CAP).

17. Discuss the types of programs available under CETA (On the Job Training, Classroom Training, Work Experience, Public Service Employment, etc.).

18. Use the chart in the CETA Handbook and locate sections on wages, fringe benefits, length of program, etc.

19. Relate any experiences you might have had in training programs, either private or public.

OBJECTIVE 6: To develop an awareness of personal job interests and skills relating to employment goals.

Activities:

1. Define values, goals, aptitudes and skills and explain their relationships to employment.

2. Explain the importance of having some definite ideas or plans regarding employment.

3. Discuss the "work ethic" and elaborate on the statement "Psychologists state that work is a necessary activity for human beings."

4. Prepare interest, value and ability scales and have students circle the items in terms of personal preference (for example, Working with numbers...1 2 3 4 5).

5. Take an aptitude test, interest or skills inventory in class and discuss results.

6. Prepare a sheet with headings such as Interests, Skills and Talents, and Related Experiences, and have students do self-evaluations.

7. Write down questions you would like to ask someone employed in an occupation that interests you (for example, "Where did you get your training?") and, if possible, arrange for an informal interview.

8. Choose a job cluster of interest (for example, construction) and list various types of jobs under each cluster. Discuss how learning new skills can lead to other jobs.

9. Explain or write a paragraph about the statement "Workers are usually promoted in a way that is related to the amount of information they have acquired about their job."

10. Relate any hobbies you have that contribute to your effectiveness on the job such as weight lifting, home carpentry, etc.

11. Read job descriptions or evaluate your present job and find out about chances for advancement, job outlook, qualifications, etc. Develop your "plans" for the next year and discuss them in buzz groups.

OBJECTIVE 7: To prepare for job applications and interviews.

Activities:

1. Discuss preparations for applying for a job (obtaining a social security card, having addresses and phone numbers of references, knowing exact location of place of interview, etc.

2. Prepare a personal data sheet including social security number, names and locations of schools attended, names and addresses of references, former employers, descriptions of jobs held, reasons for leaving, etc.

3. Make a list of personal job skills including the names of machines or special tools youhhave worked with.

4. Practice writing down replies to problem questions such as "Have you had any nervous disorders?" or "Have you ever been convicted of any crime?"

5. Read about federal and state laws that prohibit employers from asking discriminatory questions and explain how you would handle answering questions you consider unfair.

6. Using samples of applications, practice filling in the information requested.

7. Using application forms, list unfamiliar words such as marital, alien, spouse, serial, etc., and use dictionaries to look up their meanings.

8. Explain "extra curricular" school activities, hobbies and interests. List those which you would not include on an application (watching T.V., attending movies, etc.).

9. Prepare questions an interviewer might ask and role play job interviews. Explain why creating a favorable "first impression" is important.

10. Invite a personnel manager to class to discuss effective interviews and ask him/her to conduct practice interviews.

11. Read about or list the "do's" and "don't's" regarding proper dress and manners for job interviews.

12. List any legal documents that might be necessary to present to an interviewer (birth certificate, immigration papers, union card, etc.).

13. Practice writing business letters asking for applications or interviews.

14. Discuss the purpose of resumes and write one in class. Have it typed for future use.

15. Discuss skills that might be tested in an interview situation (typing, alphabetizing, etc.).

OBJECTIVE 6: To be aware of the interpersonal aspects of employment as they relate to standards of behavior.

Activities:

1. Define traits and characteristics of integrity, enthusiasm, dependability, decisiveness, imagination, etc. and discuss them in relation to employment.

2. List and discuss good work habits (punctuality, honesty, accuracy, etc.).

3. Prepare a sheet of desirable traits and work habits discussed in class and have students do self-ratings.

4. Write a paragraph about actual or hypothetical job experiences involving such qualities as politeness or cooperativeness.

5. Discuss the importance of understanding work assignments and practice orally asking questions to clarity understanding (for example, "Do you mean...?", "Is this how...?").

6. Read about or create problem situations on the job and discuss ways of solving them.

7. Role-play job situations involving promotion, firing, stress, emergency, etc.

8. Relate personal experiences in the "learning to adapt" stage in employment and explain how you adjusted.

9. Assume you have made a serious mistake on the job. Explain how you would handle the situation.

10. Role-play situations resulting from areas of conflict with employers or other employees.

11. Obtain pamphlets from places of employment and read aloud the rules and regulations regarding conduct and safety.

12. Using the pamphlets mentioned above, list unfamiliar words (falsifying, absences, violation, endangering, horseplay, unauthorized, etc.) and look up meanings.

13. Write out safety and conduct rules involved in your job and suggest others that you feel are necessary.

14. Discuss personal problems that can result from the demands of employment.

15. Write to the AFL-CIO in Rhode Island (357 Westminister Street) and request the pamphlet "What Every Worker Should Know About Alcoholism". Read about the problem and discuss ways of helping an alcoholic employee.

16. List the advantages and disadvantages of "involved" and "uninvolved" (i.e., 8 to 5) employment.

17. Write a paragraph stating your preference for involved or uninvolved employment and how your present job does or does not fit into your preferred life style.

18. List reasons why people lose or quit their jobs and discuss appropriate ways of terminating employment.

19. Obtain a job evaluation form from an employer and discuss criteria for evaluation.

20. Using copies of an evaluation form, do a self-evaluation.

OBJECTIVE 9: To know the financial and legal aspects of employment.

Activities:

1. Using a paycheck stub, locate words such as gross, net, pension, deduction, F.I.C.A., etc. and, in a separate exercise, match terms with their meanings.

2. Define "overtime pay" and compute salaries involving overtime.

3. Discuss ways in which workers are paid (by the hour, piece, salary) and compute salaries involving each method.

4. Practice filling out social security, insurance and Blue Cross/Blue Shield applications (see Bibliography).

5. List abbreviations used on paycheck stubs (F.I.C.A., with., hosp., etc.) and write out the words in full.

6. Read about and explain federal income tax deductions and fill out a sample copy of a W-4 form.

7. Use tax tables to figure out F.I.C.A. and income tax deductions.

8. Using job information materials obtained from employers, read about and discuss wage incentive, insurance, profit-sharing and retirement plans, jury duty and educational programs.

9. Read about the Fair Labor Standards Act and discuss the stipulations involving minimum wages, maximum hours, overtime pay, equal pay and child labor standards.

10. List and discuss working conditions specified under law ("coffee breaks", distribution and maintenance of uniforms and protective equipment, etc.).

11. Read about and discuss the benefits of workmen's compensation and vocational rehabilitation programs.

12. Discuss how "tips" have to be reported for tax purposes and fill out a copy of Employee's Report On Tips, Form 4070 (see Bibliography).

OBJECTIVE 10: To understand the general functions and operations of private industries and unions.

Activities:

1. Discuss the basic principles of business (profit and loss, supply and demand, etc.).

2. Read about the three types of business organizations: proprietorship (single owner), partnership, and corporation, and identify the type of business you work for.

3. Develop a general business vocabulary (capital, assets, enterprise, board of directors, etc.) and look up or discuss unfamiliar words and terms.

4. Prepare a matching exercise of terms listed above with their meanings.

5. Name the positions of management personnel (president, vice-presidents, comptroller, corporate secretary, corporate treasurer).

6. Compare and contrast "company" and "corporation".

7. Using a page from the Yellow Pages, locate and list the names of several companies and corporations.

8. Write out in full the abbreviations Co., Corp., Inc., Ltd.

9. Write a paragraph describing a company you worked for, naming the goods or services of the company, its approximate size, location, etc.

10. Read booklets and pamphlets obtained from stock brokers and discuss basic terms relating to investments (securities, stocks, bonds, stock exchange, etc.).

11. Invite a broker to class to explain how to read the stock report in the newspaper. (Bring newspapers to class.)

12. Using the financial pages, circle headings relating to investments (N.Y. Stock Exchange, Stock and Bond Indexes, etc.).

13. Prepare or locate math exercises relating to investments.

14. Using the phone book, look up AFL-CIO in Providence and call or write a letter requesting union literature.

15. Using union literature or other materials, read about and discuss union activities such as collective bargaining, arbitration, strikes, etc.

16. Prepare a matching exercise of terms and meanings related to unions.

17. List the names of large unions you are familiar with such as the Teamsters Union, United Mine Workers, United Automobile Workers, etc.

18. Explain the advantages and disadvantages of belonging to a union, and relate any personal experience you may have had as a union member.

19. Using a sample form (see Bibliography), fill out an application for a union membership.

20. Write out short definitions of special terms or phrases such as initiation fee, dues, representative, etc.

21. Prepare a bulletin board of newspaper articles relating to unions.

OBJECTIVE 11: To be familiar with procedures related to unemployment.

Activities:

1. Call or write a letter to the Department of Employment Security of Rhode Island requesting the pamphlet "Your Benefit Rights".

2. Read pamphlet (see above) and orally discuss the stipulations necessary for receiving unemployment benefits (filing a claim, earning sufficient wages, serving a waiting period, etc.).

3. Using the pamphlet "Your Benefit Rights" or other materials, list terms which may require further explanation (Base Period, Benefit Year, Benefit Rate, etc.).

4. Name the items you would take with you when filing an unemployment claim (Social Security card, Employment Security Identification Book, etc.).

5. Using your paycheck stub, compute the benefit payments you will receive (Benefit Rate is 55% of average weekly rate).

6. Compute the allowances you will receive for dependent children.

7. Prepare a matching exercise with terms and meanings relating to security benefits (for example, claimant, search for work, suitable work, etc.).

8. List the conditions that disqualify a person from receiving benefits (quitting a job without cause, refusing suitable work, etc.).

9. Invite a speaker from the Department of Employment Security to answer questions students have prepared in advance.

10. Read about and discuss temporary disability insurance (a pamphlet is available at DES).

11. Using the pamphlet listed above, compute benefit credits and dependency allowances.

12. Practice filling in a sample copy of the claim form for temporary disability insurance (TDI-1) available from DES.

13. Practice giving directions to a local DES office.

14. Using hypothetical or real situations involving unemployment problems, encourage students to develop realistic, workable solutions to them.

BIBLIOGRAPHY

Materials from companies, employment agencies, armed services and counseling services can be useful tools for ABE teachers and students. Such materials can provide information relating to jobs, conditions, costs, etc. For example, a company brochure will explain pay day, time cards, safety and conduct rules, employee benefits, educational programs and many other details relating to occupational knowledge. In most cases, companies and agencies are cooperative in sending out available publications upon request. Where reading levels are too advanced, teachers are encouraged to use the publications for resource information from which appropriately leveled materials can be made.

The reading levels of these materials are indicated on the left-hand side of the page by the following code:

B = Basic

I = Intermediate

A = Advanced

Pamphlet information is followed by a listing of APL related materials that are specifically intended for adult basic education students. Where reading levels have not been specified by the publisher, the Fry readability scale has been employed.

Materials Available from the AFL-CIO-RI

The AFL-CIO publishes over thirty-five pamphlets and leaflets containing useful information about every kind of union. The publications list and order blank can be obtained from the R.I. chapter at 357 Westminster Street, Providence. Listed below are examples of available publications.

Reading Level

A — Collective Bargaining - Democracy on the Job.
A 30-page booklet describing bargaining, arbitration, union shop, etc.

I,A — The Truth About "Right to Work" Laws: Facts vs. Propaganda.
This pamphlet examines the claims made for the "laws" and clears up misconceptions and myths.

A — This is the AFL-CIO.
A 24-page booklet describing the structure, functions and programs of the union.

I,A — What Every Worker Should Know About Alcoholism.
An interesting pamphlet describing alcoholics as victims of disease; how they can be identified and helped.

Other Publications

A Three Essays by Bayard Rustin, A. Philip Randolph Institute.
One of several pamphlets and reprints available at little or no cost. Rustin's writings center around Blacks. For publication list, write to: 260 Park Avenue South, New York, NY 10010.

Reading Level	Title	Publication Inform
4-6	Family Development Series (workbooks) Working With Others Finding a Job Opening Interviewing for a Job Getting Along on the Job It's Payday	Steck-Vaughn Co. P.O. Box 2028 Austin, TX 78767 10 book series, $1.68
ESL 1	Ingles para Sobrevivir (English for Survival) Book I (workbook) Unit I - Responding to Classified Ads Responding to a Job Ad Giving Information About Your Job	Latin American Family Education Program 640 Jefferson St. Gary, IN 46402 3 book series, $5.95
ESL 2	Book II Unit II - Applying for a Job Apprenticeship Programs Writing an Absence Excuse	
ESL 3	Book III (workbook) Unit I - Learning About Training Programs Opportunities for Advancement Learning about the Union Employee Health Benefits	
0-4 5-6 7-8 9-10	Information Reading Series (one-page readings followed by questions) Level A Book I Interviewing for a Job Job Hunting Tips for People over 45 Level B Book I How to Use the Newspaper to Find a Job Ways for Women to Make Money at Home Level C Book I Loretta Lynn, Queen of Country Music Summer Jobs for Teenagers Level D Book I New Blue Collar Jobs for Women Night Workers The All-Volunteer Army Where Jobs Will Be in the Future	Right to Read Center University of Maine Portland Gorham Schoo of Education Gorham, ME 04038 Approx. $5.00 for 4 b series
3-4	An Adult Basic Reader - Take It From Me (2-page booklets of readings and word lists) Wash, Cut and Set Please Ring It Up Hard Hats Must Be Worn A Tray for Room 504	The University of the State of New York The State Education D Albany, NY 12224

Level	Title	Publication Information
	A Place on the Assembly Line Fill It Up Needed: A Strong Green Thumb Clean It - Fix It Needed: People Helping People Brush and Roll Help - Hurry Ship It Out Be a Grill Friend From Menu to Tip	
	Be Informed Series (booklet "sections" followed by review exercises) Be Informed on Finding a Job Unit 7	New Readers Press Division of Laubach Literacy, International P.O. Box 131 Syracuse, NY 13210 $15.00 for set of 20 units
	Accent/Jobs and Job Models (readings followed by exercises) Service Station Attendant Paycheck Retail Salesclerk - Yardgoods	Follett Publishing Co. 1010 W. Washington Blvd. Chicago, IL 60607 3 book series, $.99 ea.
	Vocational Reading Series (soft-cover texts) Marie Perrone, Practical Nurse	Follett Publishing Co. 6 book series, $1.56 ea.
	Turner Career Guidance Series (workbooks) Looking for a Job Training for a Job	Follett Publishing Co. 6 book series, $1.29 ea.
	Accent/The World of Work Getting That Job You and Your Occupation Keeping That Job You and Your Pay	Follett Publishing Co. 4 book series, $.99 ea.
	Turner-Livingston Reading Series The Jobs You Get	Follett Publishing Co. 6 book series, $1.29 ea.
	Follett Communications 1, 2 and 3 (soft-cover texts) Getting Started 1 On the Way 2 Full Speed Ahead 3	Follett Publishing Co. 3 book series, $1.98 ea.
	Occupations 1 (64-page soft-cover text) Occupations 2	New Readers Press 2 books, $1.60 ea.

Reading Level	Title	Publication Informa
	Your Personal Business Series (workbooks)	New Readers Press
3.4	Unit 1 - Making Business Calls	
3.7	Unit 2 - Letters and Announcements	2 book series, $1.50 e
	Reading for Living Series (workbooks)	New Readers Press
5-6	How To Read Newspapers	
	Reading the Ads	9 units in series, $.5
5-6	How To Read Personal and Business Papers	(9 for $4.25)
5-6	How To Read and Write Business Letters	
5-6	How To Read Signs	
	Signs in Buildings	
	Practice in Survival Reading (workbooks)	New Readers Press
0-4	Signs Around Town	
	Employment Office	3 book series, $1.50 e
	Express Elevator	
0-4	Read the Instructions First	
	Copy Machine	
	Unemployment	
4-5	Real Experiences (dialogues followed by exercises)	Globe Book Co. 175 Fifth Ave. New York, NY 10010
	I Got the Job	
	The Battle of the Bus	
	Be Your Own Boss	$2.40
	Receptionist Wanted	
	Rudy's Big Secret	
	Good News	
9+	Consumer Mathematics (text)	Harcourt, Brace, Jovan
	Investments	Co. 757 Third Ave. New York, NY 10017
7+	"Notch a Stick, Scratch a Stone" Series (booklets) (Living and Working in our Social and Economic World)	New England School Sup P.O. Box 1581 Springfield, MA 01101
	The Civil Rights Act	
	Practical Business Information	10 booklets, $11.95 pe
	Evaluation of Your Job Performance	
	Developing Good Business Manners	
	Your Personal History Sheet	
	Your Rights Concerning Wages, Hours, and Working Conditions	
	Fair Wages and Work Standards	
	Businesses Must Fill Human Needs	
	Your Personal Life Style	
	Choosing a Career	

ng Level	Title	Publication Information
	Reading Today's English (short paragraphs with photos followed by exercises)	Steck-Vaughn Co.
5	Book 1	2 book series, $1.50 ea.
	Lesson 12 Late to Work	
	Lesson 17 Cannery Worker	
	Lesson 18 Summer Job	
	Lesson 19 Car Wash Worker	
	Lesson 20 Cook's Helper	
	Lesson 21 Babysitter	
6	Book 2	
	Lesson 17 Experience Pays	
	Lesson 18 Motel Maid	
	Lesson 19 Stock Clerk	
	Lesson 20 Salesperson	
	Lesson 21 Tailor	
5	Forms in Your Future	Globe Book Co., Inc.
	Application for a Social Security Number	$1.95 per copy
	Job Application Form - Office	
	Job Application Form - Factory	
	Employee's Withholding Exemption Certificate	
	Application for a Union Membership	
	Application to Join the Navy	
	Federal Income Tax Form	
6	How To Get a Job and Keep It (worktext)	Steck-Vaughn Co.
		$1.35
4	Foundations of Citizenship (soft-cover text)	Frank E. Richards Publishing Co., Inc. 324 First St. Liverpool, NY 13088
	ChapterIV Jobs For You and How To Get Them	
	Chapter V How to Hold a Job	
	Chapter VI Withholding and Social Security Taxes	$2.00
	Conclusion Occupational Words	
3	The Getting Along Series of Skills (workbooks)	Frank E. Richards
	Volume I After School Is Out "Al Downs Looks for a Job"	5 book series, $1.75 ea.
	Volume II Al Looks For A Job "Al Finds a Job"	
	Volume III A Job At Last "Al's First Day on the Job"	
	Volume IV Money In The Pocket "Pay Day" "Finding Your Pay" "Deductions"	

Reading Level	Title	Publication Inform
3-4	Fill In The Blanks (workbook of forms, applications, maps, schedules, etc.) Finding a Job Job Applications Want Ads Applications for a Social Security Card Withholding Exemption Certificate Paychecks	New England School Su $3.15
0-3	Application Forms	Frank E. Richards Publishing Co., Inc. $1.50
6-7	Your Work And Your Career (text)	William H. Sadlier, I 11 Park Place New York, NY 10007 $4.48
4-6	Jobs In Your Future (workbook)	Scholastic 904 Sylvan Ave. Englewood Cliffs, NJ $1.00
*	Learning Activity Packages (LAPS) (write-in booklets)	Providence Adult Educ 396 Smith St. Prov[illegible]ence, RI 02908
ESL 1	Tools	
ESL 2	Carpentry	
ESL 2	Fixing Your Car	$ .50 ea. stapled
ESL 2	Painting	1.00 plastic bound
ESL 2, ABE/HSE	Understanding Your Paycheck	
ESL 3	Electronics	
ESL 3	It's Sew Easy	
ESL 3	Simple Plumbing Repairs	
ESL 3	Unions	
ABE/HSE	Planning Your Career	
7+	Business Simulation Set (a package containing all materials needed for general business, office practice, record keeping, etc.)	South-Western Publish 5101 Madison Rd. Cincinatti, OH 45227

* ESL 1 = Beginner
ESL 2 = Intermediate
ESL 3 = Advanced
ABE/HSE = Adult Basic Education/High School Equivalency

2

CONSUMER ECONOMICS

GOAL: To manage a family economy and to demonstrate an awareness of sound purchasing principles.

CONSUMER ECONOMICS

OBJECTIVE 1: To build an oral and written consumer economics vocabulary.

Activities:

1. Discuss the difference between being a "producer" and a "consumer".
2. Identify the major shopping malls in Rhode Island, and practice giving oral directions to the communities where they are located.
3. Using newspaper ads, find and circle the names of items that might be purchased for the home (furniture, appliances, utensils, etc.).
4. List items that might be purchased for children (toys, books, games, etc.).
5. Name different types of stores where food items can be purchased and give names and locations of stores in students' neighborhoods (grocery store, supermarket, milk store, etc,).
6. Using the Yellow Pages, locate places that sell entertainment items (records, TV, radios, musical instruments) and identify terms such as Wholesale, Retail, Supplies, Discount, etc.
7. Make a list of different kinds of stores found in local neighborhoods and match them with a list of items one might want to purchase (cosmetics = drugstore; shoes = shoestore; cookies = bakery, etc.).
8. Discuss the difference between "goods" and "services" and name several services that can be purchased (cleaning, repairs, window-washing, babysitting, etc.).
9. Using a facsimile of a department store directory, name several items one would find in each department.
10. Practice asking and answering questions concerning where to locate items in a department store or supermarket.

OBJECTIVE 2: To know how to work efficiently with units of currency, weights and measures.

Activities:

1. Using pictures and actual coins, orally identify the various coins and practice writing the names and symbols for standard monitary amounts (nickel, dime, dollar sign, etc.).

2. Using food ads from a newspaper, write out a grocery list including prices and calculate the total bill.

3. Practice dictating items from a shopping list including prices.

4. Prepare hypothetical problems involving giving change for large denomination bills.

5. List examples of items bought and/or sold by standard American weight units (ounces, pounds, tons, etc.).

6. Using recipes and actual kitchen utensils, practice measuring amounts in cups, teaspoons, tablespoons, etc.

7. Using a conversion table, compare the American system of weight measurement with the metric system and practice converting standard packaging weights (boxes of cereal, cans of soup, etc.) into metric units.

8. Discuss how to figure out or find weight information for various items (meats, fruits, etc.) and explain why markets are required by law to provide customer scales.

9. Using a ruler or tape measure, practice saying and writing linear measurement terms (inch, foot, yard).

10. Measure the height of students in inches, then convert into the more standard foot/inches pattern.

11. Demonstrate the concept of area using a yardstick to measure the size of the room and items in it (desks, blackboard, notebooks, etc.).

12. Locate ads for carpeting or linoleum and compute the amount and cost of flooring for "renovating" the classroom.

13. Using a cardboard or real clock, practice giving the time in standard oral and written forms.

14. Using a television guide, read and then demonstrate on a clock the times of favorite shows.

15. Write out a schedule of activities for one day using both numbers and words.

16. Practice saying and writing special time vocabulary, including abbreviations (noon, midnight, a.m., p.m., etc.).

17. Discuss what time zones are and using the map of the U.S. in the front of the telephone directory, calculate times in different parts of the country.

18. Using ads in newspapers or actual tags from clothes, discuss standard clothing sizes and how these measurements are determined (men's pants give waist and leg measurements, women's and junior sizes indicate different proportions, etc.).

19. Examine a clothing size chart in a mail-order catalogue and select appropriate sizes for family members.

20. Explain the difference between the Centigrade and Fahrenheit temperature measurement systems and practice converting temperatures from one system to the other.

21. Identify automobile-related measurement devices (speedometer, odometer) and prepare hypothetical problems involving gas mileage.

OBJECTIVE 3: To understand sales and income tax.

Activities:

1. List items that are taxed in Rhode Island and discuss why some grocery items but not others are taxed.

2. Using samples of sales tags, calculate the additional 6% Rhode Island sales tax and the total cost of items after taxation.

3. Define excise, luxury, customs duty, property and other special taxes and give examples of circumstances when such taxes must be paid.

4. Prepare problems detailing the cost of a typical day's purchases (gasoline, cigarettes, restaurant check, etc.) and compute the amount spent on taxes of various kinds.

5. Using the telephone directory, locate the Taxation Division, Rhode Island Department of Administration, and explain the various categories of taxes listed there.

6. Examine a graph or pie chart showing how tax monies are spent and discuss local, state and federal uses of tax money.

7. Using a real or hypothetical W-2 wage statement form, calculate the percentage of money earned that is withheld in federal, state or local taxes.

8. Obtain copies of the 1040A income tax form and practice filling it out, explaining special vocabulary terms (income, deduction, withholding, head of household, dependent, etc.).

9. Invite a speaker from a local Internal Revenue Service office and prepare questions concerning the operation of the Federal tax system.

10. List types of records that should be kept for tax purposes (health insurance payments, doctor bills, gifts or donations to charities, etc.).

OBJECTIVE 4: To be aware of the basic principles of money management as they apply to budgeting.

Activities:

1. Examine a sample earnings statement and explain standard items shown, such as gross pay, net pay, F.D.C.A. tax, etc.

2. Using a sample earnings statement, compute gross and net salary on a weekly, monthly and yearly basis.

3. Describe the difference between fixed and variable income and list examples of each (weekly salary or set hourly wage vs. tips, odd jobs, babysitting, etc.).

4. Describe several fixed expenses (rent, installment payments, utility bills, etc.) and discuss why these form the basis for an overall spending plan.

5. Define "budget" and give three reasons why a budget is a helpful money management tool.

6. Cite examples of variable expenses (entertainment, clothing, lunches out, etc.) and discuss why these expenses may change from month to month.

7. Examine sample expense lists and budgets for families with different needs (young couple, retired couple, etc.) and point out the differences between them.

8. Using sample budget forms, practice making up a budget, explaining categories and terms such as sundries, utility, miscellaneous, dues, etc.

9. Read (see bibliography) about money problems people sometimes have to face and discuss alternative solutions (sudden medical expenses, finding oneself in debt, moving away from home, etc.).

OBJECTIVE 5: To use catalogs, consumer guides and other reference materials to select goods and services.

Activities:

1. Name several chain stores that sell through mail-order catalogs and find addresses of local branches.

2. Write a letter requesting a catalog from a store not located in Rhode Island (J.C. Penney Co., Spiegel, Montgomery Ward, etc.).

3. Obtain a copy of a mail-order form and practice completing it, identifying special terms such as catalog number, shipping weight, C.O.D., etc.

4. Practice placing a mail order by phone, including information on color, size, quantity, shipping weight, address to be sent to, etc.

5. Locate in a catalog the index of postal rates and discuss the difference between shipping Express, Parcel Post or Freight.

6. Using a postal rates chart, prepare hypothetical problems on shipping costs involved in purchasing by mail.

7. Discuss why payment for mail orders should be by check or money order, and practice filling out sample check and money-order forms.

8. Examine copies of buying guides and consumer publications (Consumer Reports, Consumer Buying Guide, etc.) and discuss their ratings system.

9. List and explain factors that determine the potential quality of a product (durability, special features, material construction, etc.).

10. Prepare a chart on one special item, listing all research information available (on cost, durability, and estimated repair costs) for different brands, then choose the "best buy".

11. Using a phone book, locate the address and phone number of the local Better Business Bureau and discuss the information it provides about businesses and services in the community.

12. Prepare a dialogue and practice orally requesting information from the Better Business Bureau.

13. Examine the classified ad pages from a local paper and write out the categories listed (auto sales, auctions, flee markets, etc.).

14. Explain how special sections such as the "Yankee Trader" and the "Service Directory" can be used to obtain goods and services.

15. Make up an ad to buy or sell a particular item and fill out the Yankee Trader coupon.

OBJECTIVE 6: To understand the principles of comparison shopping and to be aware of the possible advantages of special sales.

Activities:

1. Using lists of common items (food, gasoline, etc.), write out various brand names and their prices as given in newspaper ads or on store shelves.

2. Define "generic" and "brand" name (toothpaste; "Gleem") and name common packaging sizes (King, Jumbo, Family, Super, etc.).

3. Using actual examples from a local store, explain the unit price labels found on the shelf underneath the product.

4. Using hypothetical names and numbers, compute the unit price for several brands of a given item.

5. Discuss why the Federal government made the dating of perishable food mandatory and list various items that must be dated (milk, eggs, cheese, etc.).

6. Examine various labels from typical food items (soup, cereal, dessert, etc.) and discuss their relative nutritional value.

7. Study a chart listing the current U.S. Recommended Daily Allowances of vitamins and minerals and explain what the percentages listed on food labels actually mean.

8. Identify and give examples of food processing terms which often appear on labels (additive, ingredients, grade, style, frozen, dried, etc.).

9. Compare the different grades of meat established by the U.S. Government and using a "cost per serving guide", compute the varying cost of a meal for a student's family.

10. Define and list examples of "convenience" foods and discuss why they are more expensive than "do-it-yourself" items (frozen dinners, packaged cookies, dry mixes, etc.).

11. List possible advantages and/or disadvantages of buying local store brand items rather than national brand name items (Food Club string beans vs. Del Monte string beans).

12. Discuss and define words related to special sales, such as bargain, irregulars, seconds, discount, etc.

13. List and describe various types of sales (seasonal, clearance, holiday, close-out, penny, special purchase, etc.) and find examples of ads in newspaper illustrating each kind.

14. Explain what a "raincheck" is and discuss when stores must agree to sell an item at its sale price at a later date.

15. Name several brands of trading stamps and discuss whether this is a good way of saving money.

OBJECTIVE 7: To be aware of appropriate and inappropriate forms of selling and advertising.

Activities:

1. Identify and list the kinds of appeals advertisers use to try to sell products (status, fear, testimonial, bargain, join the crowd, etc.).

2. Read magazine and newspaper ads and match them with the kind of appeal the advertiser is using.

3. Describe briefly commercials from television that seem particularly effective or particularly annoying.

4. Read about advertising techniques (see bibliography) and examine sample ads from magazines that may be making false or misleading claims.

5. Examine ads that are typical of types of medical frauds (weight loss, baldness, bust developers, vitamins, etc.) and point out the possible sales traps involved.

6. Invite a speaker from a local consumers group and discuss experiences with standard consumer sales traps (unnecessary home improvement repairs, bait and switch, credit certificates, etc.).

7. Obtain a copy of an installment contract and compute the interest charges based on a hypothetical purchase.

8. Define "warranty" and "guarantee" and list ways in which they differ.

9. Obtain sample warranty forms and evaluate them (who pays for parts, servicing, shipping costs, etc.).

10. Read about consumer protection laws (see bibliography) such as the Fair Packaging and Labeling Act, the Wholesome Meat Act and the Truth-in-Lending Act, and discuss how they help consumers.

11. List items that are commonly sold door-to-door (cosmetics, brushes, encyclopedias, vacuum cleaners, etc.) and discuss some of the high pressure sales tactics salesmen may use.

CONSUMER ECONOMICS

OBJECTIVE 8: To know how to go about pricing and purchasing home furnishings and to know the basic procedures for the maintenance of these personal possessions.

Activities:

1. Examine diagrams or pictures of rooms in a house and name the major pieces of furniture usually found in each.

2. Read about (see bibliography) and discuss how to examine wooden furniture for quality (types of joints, type of wood, special finishes, etc.).

3. Obtain a chart listing names of fabrics (acetate, cotton, fiberglass, etc.) and list characteristics and washing suggestions for each.

4. Examine sample fabric labels and locate the following information: brand name, special features, fiber content, care instructions, etc.

5. Using newspaper ads, list the standard sizes and actual dimensions associated with major furniture and appliance items (beds = twin, full, king, etc.).

6. Using the Yellow Pages, locate places in students' vicinity that sell furniture and appliance items.

7. Discuss the possible advantages or disadvantages of buying used rather than new furniture and appliances.

8. Using advertisements, catalogs and classifieds, prepare computation problems involving the difference in cost for sale, used or discount furniture and appliances.

9. Locate classified ads in local newspaper and practice orally requesting information about home furnishings being sold (size, brand, model and date, why being sold, etc.).

10. List and locate other sources in the community for used furniture and appliances (Salvation Army, warehouse sales, auctions, garage sales, etc.).

11. Prepare lists of major appliances and small appliances and identify which items would be considered necessities and which luxuries (stove = necessity; electric toothbrush = luxury).

12. Using advertisements, prepare computation problems involving determining cubic feet and measuring counter-space.

13. Examine copies of the "UL" and "AGA" safety seals and discuss safety features to look for in particular appliances (safety lid on washing machines, etc.).

14. List and discuss procedures to follow to obtain reliable repair service (ask for written estimate, itemized bill, check with Better Business Bureau about a shop's reputation, etc.).

15. Examine sample copies of written information related to purchased appliances (warranty, instruction booklet, sales slip, etc.) that should be saved for future reference.

OBJECTIVE 9: To be able to obtain housing and utilities based on personally determined housing needs.

Activities:

1. Read about (see bibliography) different housing possibilities (renting an apartment, renting a house, buying a house, etc.) and discuss the general advantages and disadvantages of each.

2. Examine classified ads in local paper and list headings that apply to housing, explaining special terms (Rooms with Board, Unfurnished Apartments, Suburban Rentals, etc.).

3. Using copies of classified ads, compare rental costs for houses and apartments.

4. Practice saying and writing out in full abbreviations often found in housing listings (ref., furn., ut., inc., etc.).

5. Create a classified ad, describing students' present housing situation in terms such as those used in local ads (location, number of rooms, utilities, appliances, etc.).

6. Identify, and practice saying and writing, terms related to types of housing units (apartment, condominium, cape, colonial, ranch, etc.).

7. List and discuss several factors to be considered in choosing appropriate housing (overall costs of rent and utilities, distance from work, general neighborhood, distance from shopping, etc.).

8. Explain what a real estate or rental agency does, and, using the Yellow Pages, locate agencies in students' vicinity.

9. Read pamphlets from local banks on mortgages and home loans, and invite a bank or real estate representative to talk about other costs involved in buying a house (property taxes, insurance, utilities, general maintenance, etc.).

10. Use sample copies of legal documents associated with housing needs (leases, fire and theft insurance, security deposit, etc.) to illustrate general landlord/tenant rights and responsibilities.

11. List names and addresses of local agencies and community groups that are concerned with housing needs and problems (Housing Authority of Providence, U.S. Dept. of Housing and Urban Development, R.I. Dept. of Community Affairs, Division of Housing and Government Assistance, etc.).

12. Identify local low-rent public housing and prepare questions to ask a speaker from the appropriate housing authority about eligibility, rents, etc.

13. Discuss examples of discrimination in housing and various possible actions one could take if faced with discriminatory housing practices.

14. Prepare a list of different types of home repairs which may be necessary and match them with the appropriate service or individual (leaky pipes = plumber, outlets or fixtures = electrician, outside yard work = gardener, etc.).

15. Using the information pages at the front of the telephone directory, read about and practice orally requesting a phone.

16. Prepare problems involving computing the costs of individual or party-line services, the monthly service charge, costs of numbers and styles of phones, etc.

17. Examine samples of utility bills (gas, electric, water, oil, etc.) and prepare computation problems involving cost per year, average monthly bill, percentage of tax, etc.

OBJECTIVE 10: To know the procedures involved in buying and operating a car.

Activities:

1. Using pamphlets and magazines, list and explain factors that affect automobile economy (motor size, car weight, fuel consumption, etc.).
2. Using the classified section of local newspapers, copy and arrange names of makes and models according to their general size (full-size, compact, sub-compact, etc.).
3. Using newspaper ads and classifieds, compute differences between prices for new and used cars.
4. List and explain several factors influencing the cost of a vehicle (2 or 4 doors, options, dealer and destination charges, type of payment, etc.).
5. Using magazine ads, orally identify the major parts of the car (steering wheel, brakes, windshield, trunk, etc.).
6. Examine classified car ads and explain special terms used in descriptions ("air", "firm", "best offer", "am-fm", etc.).
7. Using copies of classifieds, write out and practice saying words sometimes written in abbreviations (2-dr., auto., hdtp., low mi., etc.).
8. Read about (see bibliography) and discuss common used car sales traps.
9. Define "rebuilt" and "reconditioned" and discuss the pros and cons of buying a used car that has been repaired.
10. Identify measuring devices found on a car dashboard (gas gauge, speedometer, odometer, etc.) and prepare computation problems involving mileage.
11. List specific items to check for when looking at a used car (dents on outside, handles on door, condition of tires, etc.).
12. Read a sample new car price sticker and compute the differences in price made possible by selecting or rejecting optional equipment.

13. Examine a sample new car sticker and explain general price information terms (option, trade-in, book price, dealer and destination charges, depreciation, etc.).

14. Create a classified ad for selling an old car, calculating the cost per word, per day (based on rates established by local newspaper).

15. Obtain sample finance contracts from local loan institutions and prepare problems involving finance charges.

16. Read about and discuss the legal aspects of car ownership (auto insurance, obtaining title, etc.) and point out possible financial pitfalls to be avoided (illegal clauses in contracts, loan sharks, stolen goods, etc.).

17. Locate the Motor Vehicle Department in local phone directory and list procedures to follow to obtain a driver's license (registration, tests, special fees, etc.).

18. List types of safety equipment available or required for most cars (seat belts, door locks, padded dash, etc.) and discuss general car safety habits.

19. Examine sample copies of accident report forms and practice filling in information based on a hypothetical situation (registration number, make of cars, witnesses, etc.).

OBJECTIVE II: To be familiar with banking services in the community.

Activities:

1. Name various banks located state-wide and, using the phone directory, locate branch offices in students' vicinity.

2. Define "commercial", "savings" and "trust" banks, and list the services they usually offer (checking and savings accounts, loans, etc.).

3. Discuss the advantages or disadvantages of having a checking account.

4. Examine pamphlets from local banks and evaluate (in terms of cost, interest, ease of withdrawal, etc.) the different types of checking accounts available.

5. Using samples of forms used in banking transactions, practice filling in the information required (deposit and withdrawal slips, personal checks, check register, etc.).

6. Invite a speaker from a local bank (see bibliography) and prepare questions concerning how banks operate and the services they offer.

7. Read pamphlets about special services, such as bank-by-phone, "Teller-Yourself" and direct deposit of social security checks, and practice orally requesting further information.

8. Compare the cost of personal checks, money orders, bank checks and traveler's checks, and describe situations where they might be used.

9. Using pamphlets from banks, prepare problems involving computing interest earned on savings accounts.

10. Read about (see bibliography) different kinds of bank loans and calculate the amount of interest charged based on hypothetical situations (buying a car, home improvement repairs, paying tuition, etc.).

11. Discuss the legal aspects of banking (signing forms with legal signature, ways of endorsing checks, bank notes, etc.).

OBJECTIVE 12: To understand how credit, loans, and insurance work and how they may be obtained.

Activities:

1. Define "retail credit" (installment buying, charge accounts) and "cash credit" (borrowing sums of money) and cite situations where credit might be used.

2. List various types of credit cards available (gas, store, bank, etc.) and give specific examples of each kind.

3. Read about (see bibliography) the different types of charge accounts available at local stores, explaining terms such as Annual Percentage Rate, revolving account, unpaid balance, finance charge, etc.

4. Read about and discuss common types of credit problems

(theft or loss of cards, overextension in installment buying, denial of credit, etc.).

5. Locate in telephone directory names and addresses of various places in students' community that give cash loans (banks, credit unions, finance companies, pawnshops, etc.).

6. Invite a representative of a local credit union to explain how credit unions work.

7. Invite a representative from a local bank to explain the different kinds of cash loans available (personal loans, mortgage loans, auto loans, etc.).

8. Using pamphlets from local banks, practice filling out applications for loans, explaining special terms such as coapplicant, collateral, credit references, debts, etc.

9. Discuss some advantages and disadvantages of installment buying.

10. Examine samples of various installment contracts and compare the different finance charges by computing the Annual Percentage Rates (APR).

11. Using a sample installment contract, identify and explain the following terms: cash price, cash down payment, amount financed, finance charge, deferred payment price, total of payments, annual percentage rate, etc.

12. Write a letter to the Federal Trade Commission asking for information about examining individual credit rating files.

13. Read about and discuss Federal laws relating to general credit problem areas (women and credit, cancellation of contracts, wage garnishment, etc.).

14. Define "insurance" and list the general types available (health, life, car, etc.).

15. Call or write to Rhode Island Blue Cross/Blue Shield requesting information on the various health plans offered.

16. List the general costs and services associated with different medical plans (hospital insurance, surgical insurance, major medical insurance, etc.).

17. Examine a sample medical insurance contract and explain clauses dealing with limitations (waiting period, exclusions, benefit period, etc.).

18. Obtain information from Rhode Island Group Health Association (210 High Service Avenue, Providence) about services and subscriber rates and discuss the advantages and disadvantages of group vs. individual insurance.

19. Read about (see bibliography) various life insurance plans available (term, straight, limited-payment, endowment, etc.).

20. List other sources of insurance coverage, such as social security, Workmen's Compensation, disability insurance, etc.

21. Using the Yellow Pages, locate names and addresses of local agents for nationwide insurance companies and independent insurance brokers.

OBJECTIVE 13: To know the resources available for consumer protection in cases of fraud or negligence.

Activities:

1. Discuss personal experiences with faulty merchandise or illegal financial transactions.

2. Read about (see bibliography) consumer rights and responsibilities under the law.

3. Discuss steps involved in registering a complaint or returning merchandise to a local store.

4. Practice saying and writing terms related to complaints (refunds, returns, customer service, sales slip, manager, service representative, credit, etc.).

5. Using the telephone directory, locate addresses and phone numbers of local consumer action organizations, such as the Better Business Bureau, R.I. Consumers Council, State Attorney General's Office, etc.

6. Practice orally registering a complaint, giving information about a hypothetical situation (name of seller, model and brand of item, date purchased, cost, etc.).

7. List and explain the functions of Federal agencies that handle consumer complaints (Food and Drug Administration, Office of Consumer Affairs, Federal Trade Commission, etc.).

8. Cite sources for legal aid in cases involving lawsuits (R.I. Legal Aid, Lawyer Referral Service, etc.).

9. Discuss how small claims court can help consumers and practice filling out "Statement of Plaintiffs' Claims" form (available from District courts).

BIBLIOGRAPHY

The following booklets have been reviewed and are recommended for use in the ABE class. The teacher is encouraged, however, to obtain and review other publications. Most materials listed below are available at no cost.

The reading levels of these materials are indicated on the left-hand side of the page by the following code:

B = Basic

I = Intermediate

A = Advanced

Pamphlet information is followed by a listing of APL related materials for adult basic education students. Where reading levels have not been specified by the publisher, the Fry readability scale has been employed.

Materials Available from the R.I. Consumers Council

Reading Level

A — What Truth in Lending Means to You
A short pamphlet describing the major provisions of the new federal "Truth-in-Lending" Act. 4 pages, free.

B,I,A — Fight Back! Don't let the gyp artists get away with it!
A series of short cartoons explain the steps to take if you feel you've been cheated. Also available in Spanish. 4 pages, free.

B,I,A — A Money-Saving Offer: Truth-in-Lending Takes the Wraps Off Credit
This 6-page pamphlet focuses on credit and explains how to compare the Annual Percentage Rates when financing a major purchase. 4 pages, drawings. Free.

B,I,A — Read the Label, Set a Better Table
This leaflet shows how to examine a food label for information on nutritional value and number of servings. It is printed in color, and nicely illustrated. Free.

I,A — We Want You to Know About Labels on Foods
This leaflet offers illustrations of two typical food labels and discusses terms often used such as grade, net weight, etc. 5 pages, free.

B,I,A "Sold Out" Supermarket Specials
This leaflet describes the F.T.C. rule concerning the availability of items advertised as "specials". It has large print, illustrations, and is easy to read. 5 pages, free.

A Be a Better Shopper - A Better Cook
This booklet describes the standard cuts of meat and how to best prepare them. Nicely illustrated. 19 pages, free.

A This is a Food Bill?
This leaflet examines a typical grocery list to point out how money can be saved on non-food items. 4 pages, free.

I,A Three Days to Cancel Door-to-Door Sales
This leaflet explains how a consumer can cancel any contracts hastily made with door-to-door salesmen. 4 pages, free.

A
Teacher
Resource FDA Consumer Memo
This 1-page newsletter is published by the U.S. Dept. of Health, Education and Welfare every month. Each edition focuses on a particular topic ("aspirin", "quackery", etc.) and contains information and suggestions useful to the consumer. Free.

A,
Teacher
Resource FDA Consumer Reprints
These selections are from the Food and Drug Administration magazine, which is available through subscription for $5.30 per year. The following individual titles are a sample of those available: The Pill, A Primer on Medicines, Vaccines: An Update, Can Your Kitchen Pass the Food Storage Test?

Teacher
Resource Guide to Federal Consumer Services
This catalog is published by the Department of Health, Education and Welfare, Office of Consumer Affairs. It lists all the federal agencies, commissions and services that handle consumer-related problems. It also lists names and addresses to write to for each entry. 39 pages, free.

Teacher
Resource Consumer Information
This index of federal publications of consumer interest lists titles, prices and brief descriptions for each publication. It is published quarterly in both English and Spanish. Free.

Materials Available from the Better Business Bureau of R.I.

A,
Teacher
Resource

Consumer Information Series

This series of booklets is designed to provide tips to consumers about particular products and services. Special terminology is explained and checklists are often included. Most of the leaflets are illustrated and all are free. The following titles are a sample of those available: Tips on Sales Contracts (4 pages); Consumer Tips on Electronic Calculators (7 pages); Tips on Buying a Used Car (8 pages); Buying On Time (2 pages); Mail Order Shade Trees (4 pages); Guarantees and Warranties (2 pages); Appliance Service (2 pages); Buying By Mail (2 pages); Home Study Schools (6 pages).

Materials Available from Sears, Roebuck and Co.

Many private retail businesses, particularly large national chains, publish materials related to consumer interests. The following materials may be obtained free of charge by writing to the Director, Consumer Information Services - Dept. 703, Sears, Roebuck and Co., Sears Tower, Chicago, IL 60684.

A,
Teacher
Resource

Hidden Value Series

Each 15-page booklet in this series focuses on a particular topic. Some give tips on buying products, others concern home decorating, fashion and credit. All are illustrated in color and many contain charts, graphs and sample forms. The titles below are a sample of those available: How to Choose and Use Retail Credit; Fashion in Dining; Your Space Age Kitchen; How to Select Major Home Appliances; How to Select Infants' and Childrens" Clothing.

Teacher
Resource

Catalog of Learning Aids 1976

Many books, guides and filmstrip kits are produced by Sears and are available at minimal or no cost. Some complimentary copies of books are also available in quantity for teacher meetings or workshops. An excellent resource, updated yearly. Free.

Teacher
Resource

Teaching Metrication

This 8-page guide from the Educator Resource Series details methods and materials that can be used to teach metrics. It includes instructional objectives, suggested learning experiences and practical applications. Free.

B,I,A

Using Retail Credit

This 19-page "Before You Buy" booklet describes the uses of credit and contains sample budget, credit application and installment contract forms. The reading level is advanced, but the forms are useful for all levels. Clearly printed, in color. Free.

A, Teacher Resource

Our Economic System

This collection of essays originally appeared in advertisement form (in Readers' Digest) sponsored by the Business Round Table. The point of view expressed is often decidely pro-business, but the 2-page essays are generally well-written and worthwhile reading. Each essay is preceeded by an objective and a list of terms to know. May be particularly helpful for GED students. Free.

Materials Available from the Old Stone Bank

B,I,A

A series of leaflets are produced by the Old Stone Bank to publicize its services. These are short, clearly written and include application forms of various kinds. They are also available in Portuguese and are free. Sample titles are listed below: Checking Explained; 24 Hour Bank-by-Phone; Complete Services; Statement Savings Accounts; ReadyCash Loans; Mortgage Loans; Auto Loans; Personal Loans.

Other Publications

A

Fair Housing USA, U.S. Department of Housing and Urban Development, Washington, DC 20410

This booklet explains how the Civil Rights Act of 1866 and the Fair Housing Law of 1968 prohibit discrimination in housing in the U.S. It describes court actions that can be taken if necessary. 8 pages, free.

I,A

How to Sue in the Small Claims Division of County Court, Division of Consumer Services, Florida Dept. of Agriculture and Consumer Services, The Capitol, Tallahassee, FL 32304

This booklet explains the procedures involved in filing a suit in small claims court. It would need to be adapted to fit local R.I. Statutes, but it includes forms and other generally useful information. 17 pages, free.

B,I,A

The Comparison Shopper, Division of Consumer Services, Florida Dept. of Agriculture and Consumer Services

This hand-held cardboard device has a wheel which, when turned, points to the cost per ounce for a particular packaged item. It would be extremely helpful in teaching unit pricing. A sample is available free of charge.

I,A

6 Search Visuals - Consumer Economics, Scholastic Book Service

Eight lessons on basic consumer skills are presented with transparencies, spirit masters and lesson plans. Topics covered include reading labels and ads, unit pricing, registering complaints and budgeting. $6.95 per copy.

A — The R.I. Landlord - Tenant Handbook, R.I. Dept. of Community Affairs, Housing Assistance Division

A handbook that explains in layman's terms various housing provisions in State Law as they relate to landlord-tenant situations. It includes information on leases, repairs, housing code, evictions, etc. 22 pages, free.

A — How to Feel Better About Banks, R.I. Hospital Trust National Banks

This 20-page booklet outlines all of the banking services available at the Hospital Trust Bank. The printing is large and the photographs are attractive. Free.

Teacher Resource — J.C. Penney, Educational Materials (catalog), J.C. Penney Co., Inc., 1301 Avenue of the Americas, New York, NY 10019

Some of the materials produced by the J.C. Penney Company focus on topics of interest to the adult consumer. Pamphlets, guides and filmstrip/cassette kits are available from local stores. Free.

B,I,A — Consumerisms, the Stop and Shop Companies, Inc.

This 4-page leaflet is published and distributed weekly to company supermarkets. Each edition presents information and suggestions on buying, preparing and storing foods. The paragraphs are short and easy to read, the tone is light, and the graphics are delightful. Arrangements for obtaining large numbers of copies can be made by writing to the Consumer Affairs Department, The Stop and Shop Companies, Inc., 393 D Street, Boston, MA 02210.

ading Level	Title	Publication Information
4-6	Family Development Series (workbooks) Buying Guides How to Buy Wisely Smart Food Shopping How to Buy Clothes Buying Home Furnishings Buying Home Appliances Satisfaction Guaranteed	Steck-Vaughn Co. P.O. Box 2028 Austin, TX 78767 10 book series, $1.68 ea.
4-6	Family Money Management Understanding Your Income Figuring Your Expenses Family Spending Plan Understanding Credit Family Financial Security	
ESL 1	Ingles para Sobrevivir (English for Survival) Book I (workbook) Unit I - Buying Food Buying Clothing Learning About Credit Identifying Materials for Home Repair Responding to Classified Ads Renting An Apartment Installing Utilities Learning About Cars Talking About Car Insurance Making a Loan Application Opening a Bank Account Talking About Your Paycheck Talking About Taxes	Latin American Family Education Program 640 Jefferson St. Gary, IN 46402 3 book series, $5.95 ea.
ESL 2	Book II (workbook) Unit I - Using Product Guarantees Buying Clothing Truth in Lending Calling the Landlord About Repairs Reading a Sales Ad Buying a House Moving Utilities to a New Address Buying a Car The Credit Union Comparing the Credit Union to other Lending Institutions Making a Family Budget Buying Furniture Buying Insurance	

Reading Level	Title	Publication Informa
ESL 2	Book III (workbook) Unit I - Buying Food Buying Clothing and Furniture Complaining About Poor Merchandise Complaining to the Landlord The Federal Food Stamp Program Understanding Your Lease Buying a House Buying a Car Getting a Tune-Up Applying for a Loan Choosing Health Insurance Choosing Life Insurance Responding to a Salesman Understanding Warning Labels	
2.3	Pacemaker Practical Arithmetic Series Money Makes Sense (workbook)	Fearon Publishers, Inc. 6 Davis Dr. Belmont, CA 44002 3 books in series, $2.25 ea.
0-4	Information Reading Series (one-page readings followed by questions) Level A Book I Buying a Wig Buying Eggs Buying Tires Feeding Your Dog and Cat Is Your Money Safe? New Clothes Labels Protect Your Home Save Money When You Travel Level B Book I Buying a Guitar Garage Sales are Fun Getting a Bike How to Cut Moving Costs by 50% How to Cut Your Child's Hair Protect Your Purse Ways to Borrow Money Level C Book I Buying Beef Food Co-ops How to Cut Down on Repair Calls Sewing Machines Should You Join a Credit Union? Trying Group Gardening	Right to Read Center University of Maine Portland Gorham School of Education Gorham, ME 04038 Approx. $5.00 for 4 book series

ing Level	Title	Publication Information
	Level D Book 1	
	Buying a Mobile Home	
	Buying on Credit	
	How to Get a Better T.V. Picture	
	Ride a Motorcycle to Work	
	Be Informed Series (booklet "sections" followed by review exercises)	New Readers Press Division of Laubach Literacy, International P.O. Box 131 Syracuse, NY 13210
.9	Be Informed on Social Security and Personal Insurance Unit 5	
	Introduction to Family Financial Security	
	Disability Income Protection	
	Health Insurance Protection	
.4	Be Informed on Taxes Unit 9	$15.00 for set of 20 units
	What are Taxes?	
	How Taxes are Collected	
	Where Your Tax Dollars Go	
	Records for Your Federal Income Tax	
	Filing Short Form 1040A	
.3	Be Informed on Renting a House Unit 6	
	Meeting Housing Costs	
	Getting Help with Your Housing	
	Tenant Rights and Responsibilities	
	You and Community Improvement	
	Meeting Your Future Housing Needs	
.3	Be Informed on Buying a House Unit 4	
	Should You Buy a Home?	
	What to Look For	
	Buying, Mortgaging and Financing a Home	
	Maintaining Your Home	
	Long-Range Housing Costs	
.7	Be Informed on Using Measurements Unit 3	
.4	Be Informed on Personal Credit Unit 1	
.4	Be Informed on Money Unit 16	
.4	Be Informed on Wise Buying Unit 14	
.0	Be Informed on Buying a Car Unit 2	
.3	Be Informed on Owning a Car Unit 3	
.6	Be Informed on Banking Unit 10	
	Accent/Family Finances Series (stories about budgeting)	Follett Publishing Co. 1010 W. Washington Blvd. Chicago, IL 60607
-6	Family of Five	
-6	On Your Own	
-6	Just Married	
-6	Head of Household	
		4 book series, $.99 ea.

Reading Level	Title	Publication Infor
7-9	Understanding the Automobile John H. Beck, Author (readings and illustrations explain the nine basic systems of the automobile)	Follett Publishing Co. $2.25 per copy
	Accent/Consumer Education Series (readings followed by exercises)	Follett Publishing Co.
7-8	Understanding Consumer Credit Knowing How to Budget and Buy	4 books in series, $1.29 ea.
3.7	Occupations 1 (job descriptions) Bank Clerk Stock Clerk Meter Reader Housekeeper Cook Appliance Repairman	New Readers Press 2 books, $1.60 ea.
3.7	Occupations 2 Tailor Retail Sales Clerk Door-to-Door Salesman Plumber Electrician Dressmaker Bakery Owner Household Worker	
	Your Personal Business Series (units in pamphlet form)	New Readers Press
3.4	Telephone and Telegraph Unit 1 Letters and Announcements Unit 2	2 books in series, $1.50 ea.
	Reading for Living Series (short units with readings and exercises)	New Readers Press
5-6	How to Read Newspapers Reading for Entertainment Reading the Ads	9 units in series, $ .50 ea. (9 for 4.25)
5-6	How to Use Telephones	
5-6	How to Read Personal and Business Papers	
5-6	How to Read and Write Business Letters	
5-6	How to Read Maps	
5-6	How to Read Signs Signs in Buildings	
	Practice in Survival Reading (workbooks with pictures of signs, followed by questions)	New Readers Press Set of 3 books,
0-4	Signs Around Town Department Store Parking Lot	$1.50 ea.

Reading Level	Title	Publication Information
	Garage Dry Cleaner Drive-in Movie Theater Furniture Store Parking Garage Grocery Store Shopping Mall Market Donut Shop Express Elevator	
0-4	Label Talk Clothing Care-Tags Dishes Child's Toy Spray Disinfectant Electric Blanket Meat Labels Instant Dry Milk Fuel Sunlamp	
0-4	Read the Instructions First Copy Machine Iron-On Patches Car Wash De-icer Laundromat Mail Collection Times Frozen Foods Telephone Book T.V. Safety Information Utility Bill	
4-6	Getting Ready for Pay Day (workbooks) Part 1 Checking Accounts Part 2 Savings Accounts Part 3 Planning Ahead	Frank E. Richards Publishing Co., Inc. 324 First St. Liverpool, NY 13088 3 books in series, $1.50 ea.
4-5	Real Experiences (dialogues followed by by exercises) Getting Ready to Move Shopping Be Your Own Boss Let the Buyer Beware Where's Thunder? Accidents Will Happen I Can't Wait to Get There Eating Out Buying a Motorcycle Hit-and-Run	Globe Book Co. 175 Fifth Ave. New York, NY 10010 $2.40 per copy

Reading Level	Title	Publication Inf
3-4	Exploring Metrics (workbook)	Globe Book Co. $2.60 per copy
5-6	Living in a Consumer's World (soft-cover text) A Nation on Wheels The Economics of Nutrition Clothing in Your Budget The World of Appliances The Question of Housing Planning for Your Future	Globe Book Co. $6.92 per copy
9+	Consumer Mathematics (text) Making Consumer Decisions Buying the Food You Need Buying Clothing for the Family Your Family's Housing Estimating Income and Planning Expenditures Consumer Credit Banking Protection Through Insurance	Harcourt, Brace, Jovanovich Co. 757 Third Ave. New York, NY 10017
7+	Mathematics for Adult Living (workbook)	New England School Supply P.O. Box 1581 Springfield, MA 011 $3.00 per copy
4-5 5-6	Reading Today's English (short paragraphs with photos followed by exercises) Book 1 Emergencies; Lessons 3, 5 & 6 Food; Lessons 7-11 Getting It Fixed; Lessons 22-26 Book 2 Emergencies; Lessons 2 & 5 Food; Lessons 7-11 Getting Ready; Lessons 12, 14 & 16 Getting It Fixed; Lessons 22-26	Steck-Vaughn Co. 2 book series, $1.50 ea.
5.5	The Mott Basic Language Skills Program Semi-Programmed Series (16 programmed workbooks in series of which sample copies are listed below) Book 1608 American Scene - Labels American Scene - Buying and Selling American Scene - Money	Allied Educational Council Distribution Center P.O. Box 78 Galien, MI 49113 Prices range from $1.75-$3.10 ea.

ding Level	Title	Publication Information
	Book 1911 American Scene - 5 Points for Defensive Driving American Scene - 3 C's of Credit	
4-5	Forms in Your Future Application for a Checking Account Making Deposits Writing Checks Application for a Driver's License Application for a Car Loan Application for a Charge Account Order Form - Mail Order Catalog Application for Life Insurance	Globe Book Co. $1.95 per copy
3-4	Foundations of Citizenship (soft-cover text) Chapter VIII Spending and Saving Your Income Chapter IX Savings and Insurance	Frank E. Richards Publishing Co., Inc. $2.00 per copy
7-12	People and the City Series (short illustrated readings) Buyer's Beware	Scholastic Book Services 904 Sylvan Ave. Englewood Cliffs, NJ 07632
0-3	The Getting Along Series of Skills (workbooks) Volume I After School is Out "How Al Learned to Measure" Volume II Al Looks For a Job "Learning About Money" Volume III A Job At Last "Making Change" Volume IV Money in The Pocket "Nancy and the Refrigerator" "Al and the Flat Tire" "More About Time" "Temperature"	Frank E. Richards Publishing Co., Inc. 5 volumes in set, $1.75 ea.
3-4	Fill in the Blanks (workbook of forms, applications, maps, schedules, etc.) Money and Banking Paycheck Deposit Slips Check Writing Checkbook Balancing Bank Statement Buying Through the Mail and Buying on Credit Sample Catalog and Order Blanks	New England School Supply $3.15 per copy

Reading Level	Title	Publication Info
	Monthly Statement	
	Automobile Accident or Loss Notice	
	Wage and Tax Statement	
	Short Form 1040A	
	Blue Cross and Blue Shield Application	
*	Learning Activity Packages (LAPS)	Providence Adult Education 396 Smith St. Providence, RI 02908
ESL 1	Banking Your Money	$ .50 ea. stapled 1.00 ea. plastic bound
ESL 1	Clothing: Identifying Acticles	
ESL 1	Electrical Appliances	
ESL 1	Kitchen Know-How	
ESL 1	Money, Money	
ESL 1	Rooms and Furniture Tools	
ESL 2	Buying Used Furniture	
ESL 2	Fixing Your Car	
ESL 2	Housing	
ESL 2	Keeping Clothes Clean	
ESL 2	Restaurants	
ESL 2	Saving Energy in Your Home	
ESL 2	Saving Gasoline	
ESL 2	Small Claims Court	
ESL 2	Telephone	
ESL 3	A Balanced Diet	
ESL 3	Buying a Car	
ESL 3	Buying By Mail	
ESL 3	Car Insurance	
ESL 3	Comparative Shopping	
ESL 3	Entertainment	
ESL 3	Health Insurance	
ESL 3	It's Sew Easy	
ESL 3	Simple Plumbing Repairs	
ESL 3	Your 1040A Form	
ABE/HSE	Elderly Housing	
ABE/HSE	Save Money on Drugs	
ABE/HSE	Understanding Your Utility Bills	

* ESL 1 = Beginner
ESL 2 = Intermediate
ESL 3 = Advanced
ABE/HSE = Adult Basic Education/High School Equivalency

HEALTH

3

GOAL: To insure good mental and physical health for the individual and his/her family.

HEALTH

OBJECTIVE 1: To develop a working health vocabulary including basic medical terms which would help in reporting symptoms to doctors and following directions for treatment.

Activities:

1. Identify parts of the human body and various other objects relating to health maintenance (thermometer, syringe, bandages, etc.).
2. Discuss occurrences and symptoms which need to be reported to a doctor.
3. Describe the procedure in following directions that might be given by a doctor.
4. Write a brief personal medical history using words from the learned health vocabulary.
5. List words that express feelings of pain, fever, nausea, dizziness, etc.
6. Read labels on medicines and discuss the directions given.
7. List the names of specialists and parts of the body with which they are associated (optometrist-eye, etc.).
8. Locate the Guide included under "physicians" in the Yellow Pages, and look up the names of several doctors under given specialty areas. Explain the specialty field (neurology, orthopedic, etc.).

OBJECTIVE 2: To understand basic safety measures and to know how they can prevent accidents and injuries in the home and on the job.

Activities:

1. Using pictures, read highway and safety signs and discuss their meanings.
2. Identify symbols relating to hazards or dangers and match the symbols with the written words (symbol of skull and cross bones - poison, etc.).

3. Discuss ways to prevent fires and possible means of escape.

4. Explain rules related to water safety.

5. Give examples of electrical and chemical hazards found in the home or at work.

6. Explain the meaning of "antidote".

7. Read an antidote and explain the directions involved.

8. List various home safety measures (night lights, smoke alarms, tub mats, hand rails, etc.).

9. Read about and demonstrate basic first aid techniques.

10. List common items found on medicine shelves and in first aid kits.

11. Discuss safety measures needed during specific weather conditions (electrical storms, hurricanes, etc.).

12. Explain hazards and/or safety features of children's activities and discuss preventive measures.

13. List hazards encountered on way to work, shopping, etc., and ways of avoiding accidents.

14. Prepare a matching exercise of accidents and their common causes (home pool drowning - falling or slipping into water, exhaustion, burns - smoking in bed, improper use of flammable liquids, rubbish fires, etc.).

OBJECTIVE 3: To know about chronic health conditions, their symptoms and treatments.

Activities:

1. Read pamphlets about cancer (see bibliography) and discuss the various forms (oral, lung, breast, etc.).

2. List cancer's seven warning signals and explain why early detection is crucial to cure.

3. Discuss the health risk involved with smoking.

4. After reading health pamphlets and books, discuss vocabulary related to cancer such as: radiation, Pap test, chemotherapy, mastectomy, etc.

5. Invite a speaker from the R.I. Cancer Society to answer students' questions prepared in advance or to give a film presentation.

6. Collect and read pamphlets about heart disease and stroke (see bibliography) and discuss their early warning signs.

7. Take the Mini-Quiz on heart attack and stroke and discuss the correct answers (Pamphlet #04-[illegible], American Heart Association).

8. List foods that are high in cholesterol.

9. Define terms such as saturated fats, animal fats, vegetable fats, polyunsaturated fats.

10. Discuss the relationship of obesity and heart disease.

11. Write a paragraph explaining the changes in eating habits involved in a low-cholesterol diet.

12. Read pamphlets on high blood pressure (see bibliography) and explain how blood pressure is measured.

13. List and explain the nature of other major diseases and conditions such as diabetes, arthritis, etc.

14. Invite a physician to speak to the class about sickle cell anemia, glaucoma or other conditions.

OBJECTIVE 4: To know medical and health services in Rhode Island.

Activities:

1. Discuss the purpose of Alcoholics Anonymous and, using a phone book, locate the nearest AA chapter.

2. Explain the functions of other community agencies or hospitals that help alcoholics such as the Salvation Army, Services for Alcoholics, [illegible], Veterans Administration Hospital, etc.

3. Using the Yellow Pages, list several drug abuse programs in the state.

4. Using a phone book, locate the nearest unit of the American Cancer Society and discuss the many services of the Society such as counseling, medication, rehabilitation, etc.

5. Using pamphlets from nursing homes, duscuss the positive and negative features of the facilities.

6. Compare state-operated nursing homes with privately operated ones.

7. Using pamphlets, discuss the functions of agencies serving children (Children's Friend and Service, Child Welfare - R.I. Department of Social and Rehabilitative Services).

8. Read the pamphlet Tel-Med 521-7120 and explain the function of this community service.

9. Demonstrate how a caller would use the Tel-Med service (See bibliography for information on this health service).

10. Compile a list of agencies and centers offering counseling services such as Birthright Counseling, Gamblers Anonymous, Rape Crisis Center, etc. (The Directory, published by the Council for Community Services, Inc., lists over fifty counseling services.).

11. Read pamphlets about the Salvation Army and discuss the services provided.

12. Using a phone book, locate the nearest Community Mental Health Clinic and read pamphlets describing the services provided.

13. Using a phone book, list the Family Planning Centers in R.I.

14. Prepare a list of names of hospitals in the state and locate them on a Rhode Island map.

15. Using a hospital or doctor's bill, list the codes used (for example, OR-operating room) and write out the full word for each abbreviation.

16. Using a phone book, locate the nearest Visiting Nurse Association. Read pamphlets describing its services.

HEALTH

OBJECTIVE 5: To understand the physical and psychological influences of pregnancy as well as the need for proper prenatal care.

Activities:

1. Read about the reproductive system and using dictionaries, look up words such as fetus, umbilical cord, etc.
2. Prepare a matching exercise of words listed above and their meanings.
3. Describe the arrangement of chromosomes which determines the sex of an infant.
4. List or discuss the stages and problems of the prenatal period.
5. Read and discuss information relating to pregnancy and the effects of drugs, alcohol, smoking, venereal disease, etc.
6. Discuss the effects-of emotions on pregnancy.
7. Read about the nutritional requirements of pregnant women and compare these needs with the nutritional needs of other adult women.
8. Using nutritional booklets, write out examples of proper diets.
9. Compute medical costs involved with pregnancy and delivery.
10. Read about and discuss birth defects.
11. Explain how multiple births occur.
12. Discuss the most recent methods of childbirth.
13. Invite an obstretrician to class to give a film presentation or to explain the medical care given to the pregnant woman during pregnancy and at birth.
14. List the ways family members can prepare for the birth of the new baby.

OBJECTIVE 6: To understand the importance of family planning and to be aware of resource information about birth control.

Activities:

1. Copy the names and addresses of community agencies that supply birth control information.
2. Discuss the effect of family planning on the family unit, the community and the world population.
3. List and explain the vocabulary associated with birth control (sterility, tubal ligation, vasectomy, etc.).
4. Discuss the significance of genetic counseling.
5. Invite a speaker from a family planning agency to discuss various means of birth control and to answer questions prepared by students.

OBJECTIVE 7: To understand the special health needs of children.

Activities:

1. Discuss the physical and emotional needs of children at various age levels (infancy, early childhood, etc.).
2. Explain the immunization a child normally receives and at what ages the child receives them.
3. List safety precautions for a child in various kinds of situations (playing, traveling, etc.).
4. Copy the names and addresses of child care organizations in the community.
5. Demonstrate the use of a thermometer and explain the significance of the temperature.
6. List the common ailments of infancy (colds, earaches, vomiting, colic, rashes, etc.) and common diseases of childhood (chicken pox, mumps, impetigo, etc.).
7. Discuss circumstances in which a doctor should be consulted.

OBJECTIVE 8: To be aware of the changing relationships between parents and children as they occur from childhood to adolescence.

HEALTH

Activities:

1. Explain the physical and psychological changes that occur in adolescence.

2. Discuss common adolescent health problems (mononucleosis, improper diet, hormonal imbalance, acne, emotional turmoil, stress, etc.).

3. Indicate ways in which parents can handle problems of rebellion (authoritarian vs. democratic approaches).

4. Discuss the proper time for telling preteenagers about sex.

5. Read pamphlets which suggest ways of talking to preteenagers about sex.

6. Emphasize the importance of "open communications" between parents and adolescents.

OBJECTIVE 9: To understand how preventive care and health maintenance contribute to good mental and physical health.

Activities:

1. Read literature on physical and mental health maintenance.

2. Discuss the importance of exercise, rest, medical checkups, immunization, etc.

3. List home remedies and cite their positive or negative values.

4. Discuss what constitutes abnormal behavior.

5. After reading information, prepare a list of signs of mental illness.

6. Using dictionaries, look up terms related to mental conditions such as: depression, anxiety, paranoia, schizophrenia, etc.

7. Explain what can be done when abnormal behavior occurs.

8. Compute the costs of different kinds of health services, such as a simple medical examination, a thorough medical

examination in a hospital, common laboratory tests, hospital treatment for illness, etc.

OBJECTIVE 10: To be able to report emergencies and to apply first aid.

Activities:

1. Read pamphlets relating to basic first aid procedures.
2. Using the First Aid Handbook or other materials, look up and list terms and meanings that are applicable to first aid and emergencies.
3. Write a letter inviting as guest speaker a representative from the Rhode Island chapter of the American Red Cross.
4. List the services provided by the American Red Cross (First Aid Programs, Water Safety Programs, Nursing and Health Programs, etc.).
5. Demonstrate how to use and read a thermometer.
6. Discuss and demonstrate basic treatment for wounds, burns, shock, etc.
7. List the steps necessary to administer artificial respiration and demonstrate the procedure.
8. Discuss various kinds of accidents or emergencies such as drowning, fires, poisoning, excessive bleeding, etc.
9. Practice reporting emergencies listed above. Mention the person or agency to be contacted.
10. Write a list of names and telephone numbers of persons or agencies to contact in case of emergencies.
11. List the items which should be included in a first aid kit in the home, at work and in the car.
12. Compile a list of emergency health facilities available in Rhode Island such as Rhode Island Hospital Poison Clinic, accident rooms, ambulatory services, etc.
13. Make a wallet-size card with names and telephone numbers of your family doctor, hospital, fire department and police department for quick references in an emergency.

OBJECTIVE 11: To know about health or medical insurance and to be aware of available financial assistance for medical or health problems.

Activities:

1. Read and discuss a sample health insurance policy.
2. Write a letter inviting an insurance representative to class to discuss the advantages and disadvantages of the various types of hospital insurance policies.
3. Read pamphlets about Medicare and Medicaid (see bibliography).
4. Discuss the advantages and disadvantages of group plans.
5. Define non-profit and insurance company plans.
6. Explain the functions of Blue Cross/Blue Shield.
7. Explain how health insurance can be deducted on income tax returns.
8. Discuss how health treatments can be received under welfare or Medicaid programs.
9. Discuss the importance of disability protection.
10. Read materials explaining workmen's compensation laws, veterans aid, Social Security Act, etc.

OBJECTIVE 12: To know about proper dental health.

Activities:

1. Discuss the proper care of teeth including cleaning, diet, checkups, and flouride treatments.
2. Read pamphlets (see bibliography) regarding proper cleaning of teeth, peridontal disease, root canal therapy, impacted teeth, x-rays, dentures, etc.
3. List words relating to dental health such as: cavity, floss, space maintainer, plaque, etc. and do a matching exercise of these words and their meanings.

4. Discuss how accidental injuries to the teeth can occur.

5. Explain how a tooth can be replaced if it is forced out.

6. Discuss the importance of orthodontic treatment.

7. Explain how parents can teach their children about proper dental care.

8. Collect advertisements on toothpastes, mouthwashes, etc., and discuss false dental advertising.

9. Find out current popular costs for dental examinations, x-rays, etc., and compute the cost of examinations for students' families.

OBJECTIVE 13: To understand the basics of nutrition.

Activities:

1. Define the word "nutrition" and list several "nutrients" which are essential for good health (vitamins, minerals, water, carbohydrates, fats, proteins).

2. Read about good nutrition, balanced diets, the role of vitamins, etc.

3. Read aloud the nutrition information on food packages.

4. Discuss food habits and how they are acquired.

5. List the four basic food groups (Bread-cereal, Meat, Milk, Vegetable-fruit).

6. Explain how food affects growth in pregnancy, infancy, childhood and adolescence.

7. Using a weight chart, locate the "normal" weight for your height.

8. Discuss the relationship of activity and weight (for example, a football player weighs more than the chart says he should).

9. Discuss how poor nutrition affects health.

10. Define "cholesterol" and list foods high in cholesterol.

11. Discuss how some diseases can be controlled by proper diet (for example, diabetes).

12. Plan several nutritionally balanced menus.

13. Using newspaper ads, prepare a list of nutritional and economical "specials".

14. Make a shopping list you would normally use and then evaluate the items in nutritional terms.

15. Cite the many claims of food faddists (cures by honey and vinegar, processed foods lack nutrients, etc.).

OBJECTIVE 14: To know about tobacco, alcohol and drugs, and to be aware of their physical and psychological effects.

Activities:

1. Read booklets on tobacco, alcohol and drugs obtained from the Health Department, the American National Red Cross, Insurance companies and the National Clearinghouse for Drug Abuse Information.

2. Discuss the available evidence that smoking is a serious health hazard.

3. Define what drugs are and explain the reasons they are used (medical, social, and emotional).

4. List the many forms of drugs such as pills, powders, plants, fumes, etc.

5. Discuss how drugs can be consumed (swallowed, inhaled, injected).

6. Define such terms as: psychological dependence, addiction, withdrawal, mind-affecting drugs, drug abuse, etc.

7. Explain the reasons many people start using drugs.

8. List the wonders of drugs in relation to disease.

9. Define: antibiotic, infection, prescription, immunization, innoculation.

10. Explain why tobacco and alcohol are termed "mild" drugs.

11. Discuss the effects of nicotine and caffeine.

12. Discuss the effects of stimulants and depressants (amphetamines and barbiturates).

13. Compile a list of the names of drugs including: marijuana, hashish, LSD, mescaline, cocaine, Seconal, Librium, Valium, heroin, opium, morphine, codeine, etc.

14. List the slang terms used for drugs: "pot", "grass", "hash", "speed", "coke", etc.

15. Read about the dangers of fumes.

16. Read about drug emergencies and discuss basic medical procedures that can be immediately administered as a result of convulsion, overdose, etc.

17. Discuss what parents can do if their child uses drugs.

18. List community agencies and treatment centers in Rhode Island that provide information and/or services relating to drug abuse.

19. Using the booklet The Social Seminar (National Institute of Mental Health), take the self-teaching programmed instruction course on drugs and their effects (advanced reading skills required).

OBJECTIVE 15: To understand the interaction of self with small groups (family, work, club, class) and to use this understanding to promote effective coping skills.

Activities:

1. List various stages in the family life cycle and discuss characteristics of each stage.

2. State the legal requirements for marriage in Rhode Island (obtaining a marriage license, blood test for syphillis, meeting age requirements).

3. Discuss various papers and documents that may need to be changed when marriage takes place (driver's license, insurance policies, bank accounts, credit cards, etc.).

4. Discuss the common problems that occur in marriage (fighting, financial problems, in-law problems, sex problems).

5. Discuss divorce and its effects on individual and family.

HEALTH

6. Using the phone book, locate agencies such as the Family Service Association or Community Chest that can aid in obtaining counseling services.

7. Read pamphlets related to coping with stress and emotions in daily living.

8. Discuss "personality" and list words relating to personality traits.

9. Make a list of personality traits that you think best describe yourself.

10. Define "attitude" and list descriptive words concerning your attitudes towards people.

11. Discuss the advantages and disadvantages of working in groups.

12. Explain the importance of good interpersonal communications including: good listening skills, non-verbal communications, etc.

13. Read about cleanliness, grooming and manners and how they affect interpersonal relations.

BIBLIOGRAPHY

The following booklets have been reviewed and are recommended for use in the ABE class. The teacher is encouraged, however, to obtain and review other publications. Most materials listed below are available at no cost.

The reading levels of these materials are indicated on the left-hand side of the page by the following code:

B = Basic

I = Intermediate

A = Advanced

Pamphlet information is followed by a listing of APL related materials that are specifically intended for adult basic education students. Where reading levels have not been specified by the publisher, the Fry readability scale has been employed.

Materials Available at the R.I. Department of Health

Reading Level

I — About Food Germs, R.I. Department of Health.
An illustrated 15-page booklet that includes hints on buying, storing, preparing, and serving food.

I — Be Good To Your Baby Before It Is Born, The National Foundation - March of Dimes.
A 16-page booklet about pregnancy.

A — Concerned About Birth Defects?, Genetic Counseling Center.
A 2-page pamphlet answering basic questions about genetic counseling. Locations of centers in R.I. are listed.

B — Easy Meals That Please, National Dairy Council.
A fold-up pamphlet useful in a vocabulary lesson on foods. Also available in Spanish.

A — Genetic Counseling, The National Foundation - March of Dimes.
An informative 22-page booklet that gives all the facts of genetic counseling. A good teacher resource.

I — Prenatal Care, U.S. Dept. of Health, Education, and Welfare.
A 70-page soft-cover book that includes everything about pregnancy and birth.

B — Shopping With Food Stamps, U.S. Dept. of Agriculture.
A mini-booklet describing the Food Stamp Program with hints on how to shop, store, and use foods.

A The Food Stamp Program in R.I., R.I. Dept. of SRS.
An interesting pamphlet giving food stamp facts, it answers questions regarding eligibility, income, coupon allotment, etc.

B What To Feed Your Family, National Dairy Council.
An illustrated brochure about the basic food groups. Also available in Spanish.

I Your Children's Health Day By Day, National Dairy Council.
A colorful brochure about health care for children including information on meals, snacks, cleanliness, medical check-ups, etc.

B,I,A Tel-Med 521-7120, Council for Community Service, Inc.
A brochure describing the public service health and medical information library. The collection consists of over 150 tape-recorded health messages. The caller dials 521-7120 and gives the number of the tape he wishes to hear. (All tapes are listed in brochure.) The tapes are from 3-7 minutes in length and are narrated in simple language.

B A series of 17 printed sheets on food choices for the thrifty family are also available and are particularly useful to ESL students because of context clues.

Materials Available from the American Heart Association

I High Blood Pressure. A 12-page booklet describing the condition and how it can be controlled.

B Protect Your Child's Heart. An easy, illustrated booklet in large type. Good for ESL students.

I Your Heart Saver. A brochure that includes a Mini-Quiz and warning signs of heart attack and stroke.

Materials Available from the American Cancer Society

A wealth of leaflets and brochures are available ranging from easy to difficult reading levels. The teacher would have to select appropriate publications for his/her class.

I Answering Your Questions About Cancer. A 22-page booklet answering the questions most frequently asked.

Materials Available from American Dental Association

I — Information About An Impacted Tooth. A 2-page brochure answering the most fundamental questions about impactions. Informative and easy to understand.

I,A — Keep Your Teeth All Your Life. A 4-page pamphlet about dental health problems of the adult.

I,A — Your Child's Teeth. A 14-page booklet explaining facts about teeth, oral diseases, and dental care.

I,A — Your Teeth Can Be Saved By Endodontic Treatment. A 10-page booklet about root canal therapy. The teacher should not be misled by the difficulty of the title, this booklet is informative and easy to understand.

Materials Available from the R.I. Consumers Council

A — Adverse Reactions to Medicines, Vaccines: An Update, A Primer On Medicines, The Pill, We Want You to Know About Diagnostic X-rays, Facts About Food Poisoning, The Swing That Swung Back, Gasoline Is Made to Explode.

Other Health Publications

ESL — A Foreign Language Guide to Health Care, Blue Cross Association.

A traveler's guide OR a tool whereby the foreign speaking adult can find the desired phrase in his or her native language and then pronounce or point to the English equivalent. Phrases are in English, French, German, Italian, and Spanish.

A — Drugs And Their Abuse, The American National Red Cross.
A 13-page booklet providing basic information about drugs, their effects, problems, and first aid procedures. A good teacher resource.

A — The Social Seminar, National Institute of Mental Health.
A 51-page booklet the student can write in. A complete programmed instruction course on drugs, the material is self-teaching. Excellent for sharpening reading comprehension skills. This booklet is available from the U.S. Government Printing Office, Washington, D.C. 20402 at a cost of fifty-five cents.

I,A Questions and Answers About Drug Abuse, The National Clearinghouse for Drug Abuse Information.

A single copy of this 50-page booklet can be obtained without cost (publication sells for $1.45) by writing to the National Clearinghouse for Drug Abuse Information, P.O. Box 1635, Rockville, Maryland 20850. This interesting booklet contains all the general information an adult needs to know about drugs.

I,A The Alcoholic American, National Association of Blue Sheild Plans.

A colorful and interesting 40-page booklet that is free and available at Blue Cross-Blue Shield of R.I.

A Food & Fitness, Blue Cross Association.

An issue of Blue Print for Health, this Readers Digest-type format consists of over 20 articles. Nicely illustrated. Free and available at Blue Cross-Blue Shield of R.I.

A Stress, Blue Cross Association.

An issue of Blue Print for Health, this Readers Digest-type format contains 13 articles about stress, relaxation, effects of change, etc. Interesting and colorful, it is available free at Blue Cross-Blue Shield of R.I.

I,A Diet and Arthritis, Arthritis in Children, About Gout, The Truth About Aspirin For Arthritis. The Arthritis Foundation.

Interesting pamphlets for the arthritis sufferer. Available from R.I. Arthritis Foundation, 49 Weybosset Street, Providence.

A "Closing in on a Crippler," a Reader's Digest Reprint.

Available from R.I. Arthritis Foundation.

A Genetic Counseling, Birth Defects, Questions and Answers on Birth Defects, Nutrition and Birth Defects Prevention, Tay-Sachs Disease and Birth Defects Prevention.- March of Dimes.

Pamphlets and booklets available from March of Dimes, 866 Park Avenue, Cranston.

A How to Deal With Your Tensions, Depression, What Every Child Needs, A Child Alone in Need of Help, Directory of Children's Mental Health Services, Some Facts about the R.I. Mental Health Association. The National Association for Mental Health.

Pamphlets available from Mental Health Association of R.I., 333 Grotto Avenue, Providence.

Teacher Resource Health and Safety Educational Materials. Metropolitan Life.

This catalogue describes the many excellent publications that are available in reasonable quantities to educational programs at no cost. Six 16mm sound films on health and safety education are also available without charge on a loan basis. For catalogue, write to: Health and Welfare, Metropolitan Life, One Madison Avenue, New York, New York 10010.

Reading Level	Title	Publication Information
	Information Reading Series (one page readings followed by questions)	Right to Read Center Univ. of Maine Portland Gorham School Gorham, ME 04038 (approx. $5.00 for Ser
0-4	Level A Book I	
	Bee Stings	
	Beware of Dogs	
	Birth Control for Women	
	Caffeine	
	Common Cold	
	Curing Hiccups	
	Electric Blankets	
	Foot Care for Babies	
	Is Your Child Safe In Your Car?	
	Man Can Live Longer	
	Playing With Children	
	Safe Products for Your Home	
	Sleep Without Pills	
	Snowmobile Safety	
5-6	Level B Book I	
	Birth of the Baby - Without the Doctor	
	Breast Self-Exam	
	Creative Divorce	
	Free Professional Sex Counseling	
	Myths About Dental Health	
	Safety Tips for Hitchhiking	
	The Fatherless Child	
	The Right to Say No	
7-8	Level C Book I	
	Arthritis	
	Bread Making	
	Get Rid of Household Odors	
	Helping Your Child Adjust to the New Baby	
	Safe Outdoor Cooking	
	Safety Checks for Mobile Homes	
	Ten Myths About Cancer	
	20 Tips for Parents of Teen-Agers	
	Wet Basements	
	What You Should Know If You Have to be In the Hospital	
9-10	Level D Book I	
	All You Need to Know About Skids	
	Itching	
	Myths About Aging	
	Suicide	
	Syphilis	
	The AA - Alcoholics Anonymous	
	The Facts About Teenage Driving	
	The Fight Over Vitamins	
	You Can Quit Smoking	

Reading Level	Title	Publication Information
	Be Informed Series (booklet "sections" followed by review exercises)	New Readers Press Division of Laubach Literacy, Inc. 1320 Jamesville Avenue P.O. Box 131 Syracuse, NY 13210 20 Sets - $15.00
4.2	Be Informed on Drugs Unit 17 What are Drugs? Alcohol Marijuana and Hashish LSD and Other Hallucinogens "Speed" and Cocaine Barbiturates and Tranquilizers Heroin and Other Narcotics Sniffing Glue and Other Fumes Drug Emergencies Drugs and The Law Why People Play With Drugs For Parents Treatment of Addiction	
3.9	Be Informed on Social Security and Personal Insurance Unit 5 Disability Income Protection Health Insurance Protection	
3.8	Be Informed on Population Unit 19 Birth Control	
4.0	Be Informed on Nutrition Unit 18 What Food Does For Our Bodies What We Need To Eat How To Eat What We Need Food Helps You Grow Food and Activity I Want to Lose Weight I Want to Gain Weight Food and Your Health Why You Want to Eat Planning Your Meals But I Don't Have Time!	
2.8	Be Informed on Mental Retardation Unit 11 Can You Prevent Mental Retardation? Prevent Other Kinds of Mental Retardation Looking For Retardation When a Retarded Child Grows Up	
3.0	Be Informed on Marriage Unit 12 Are You Ready to Marry? Planning for Marriage Planning Your Family Making Your Marriage Last	
	Reading for Living Series (write-in booklets with check-ups and homework exercises)	New Readers Press 9 booklets - $4.25
5-6	Instruction on Safety Safety First First Steps in First Aid Instructions for Safe Driving	

Reading Level	Title	Publication Information
5-6	How to Read Signs What Are Signs? Highway and Safety Signs Signs in Buildings	
	Practice in Survival Reading (write-in workbooks)	New Readers Press Set of 3 books - $1.50 ea
0-4	Signs Around Town Campground Traffic Signs Recreation Regulations Trail Markers	
0-4	Label Talk Child's Toy Spray Disinfectant Electric Blanket Meat Labels Aspirin Cereal Toilet Bowl Cleaner Epsom Salts Bleach Instant Dry Milk Mist Vaporizer Fuel Sunlamp	
0-4	Read the Instructions First Swimming Pool Spot Remover De-Icer T.V. Safety Information Accident Instructions Cold Capsules Mouth-to-Mouth Breathing	
	Your Personal Business (write-in workbooks)	New Readers Press $1.50 ea. text
3.4	Telephone and Telegraph Unit I Making Emergency Calls - lesson 3	
3.7	Occupations I (64-page soft cover text) Nurse's Aide Practical Nurse Home Health Aide Dental Assistant Medical Assistant Ambulance Driver	New Readers Press 2 books in series, $1.60
3.7	Occupations 2 Respiratory Therapist Dental Lab Technician Physician's Assistant	

Reading Level	Title	Publication Information
	Health Guide Hospital Attendant Mental Hygiene Therapy Aide Nutrition Aide	
3-4	We Are What We Eat (a 101-page workbook)	Steck-Vaughn Co. P.O. Box 2028 807 Brazos Austin, TX 78767 $1.35
*	Learning Activity Packages (LAPS) (write-in booklets)	Providence Adult Education 396 Smith Street Providence, RI 02908 $ .50 ea. stapled 1.00 ea. plastic bound
ESL 3	A Balanced Diet	
ESL 1	At the Drugstore	
ESL 1	Coughs and Colds	
ESL 1	Dentist, The	
ESL 2	First Aid	
ESL 3	Food Stamps	
ESL 3	Gardening	
ESL 3	Health Insurance'	
ABE/HSE	Health Security Program	
ESL 3	Heart Attack	
ESL 1	Hospital, The	
ESL 2	Immunization	
ABE/HSE	Medicare and Medicaid	
ESL 1	Parts of the Body	
ESL 3	Personal Hygiene	
ESL 3	Providence Health Centers	
ESL 1	Safety in The Home	
ESL 3	Smoking	
ESL 2	Your Yearly Checkup	

* ESL 1 = Beginner
ESL 2 = Intermediate
ESL 3 = Advanced
ABE/HSE = Adult Basic Education/High School Equivalency

Reading Level	Title	Publication Information
4-6	Family Development Series (workbooks)	Steck-Vaughn Co. P.O. Box 2028 Austin, TX 78767 10 books in series, $1.
	Health, Safety, and Sanitation Emergency First Aid Home First Aid Home Safety Plan Knowing The Signs of Illness Home Sanitation	
4-6	Understanding Yourself Having a Positive View Heredity And Environment Learning And Mental Health Health And Recreation Values To Live By	
4-6	Communicating with Others (Interpersonal relations) Getting Through To Others Making And Keeping Friends Relating To Neighbors Communicating Effectively	
4-6	Becoming a More Effective Person (Interpersonal relations) Change-How It Affects You Identifying Wants And Needs Planning And Reaching Goals Gaining Self-Direction Making Things Change	
4-6	Your Family The Family, The Home, And You Getting Along In Marriage Understanding Family Members Guiding Children And Building Character	

COMMUNITY RESOURCES

4

GOAL: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

COMMUNITY RESOURCES

OBJECTIVE 1: To build an oral and written vocabulary pertaining to community resources.

Activities:

1. Make a list of words associated with government departments and match them with names of government agencies (for example, alien, naturalization - Department of Immigration; judges, courts - U.S. Courts).
2. Define the following terms: social, legal, recreational, rehabilitative, welfare, resident, etc.
3. Develop a vocabulary from health services such as: eligibility, pension, medical, benefits, insurance, disability, handicapped, etc.
4. Explain the diseases named in private agency titles (cerebral palsy - United Cerebral Palsy, etc.).
5. Make a list of recreational activities and match them to related locations (for example, swimming - beach, pond, lake, pool).
6. List and explain words and terms associated with newspapers (feature, editorial, classification index, advertising, byline, etc.).
7. Explain "telegram" and "telegraph".
8. Write a paragraph on a community resource using vocabulary discussed in class. Underscore the special terms used.

OBJECTIVE 2: To be aware of United States government departments and agencies.

Activities:

1. Using a phone book, look up United States Government and read aloud the names of the departments and agencies listed. Note the blocked section of "Frequently Called Numbers".
2. Write the names and phone numbers of five departments or agencies listed under U.S. Government.

3. From the same pages, make a list of the branches of the Armed Forces and locate the nearest recruiting station of each branch.

4. Collect and read pamphlets of the various branches of the Armed Forces.

5. Using a phone book, look up United States Government and write the address and phone number of the nearest post office.

6. Look up "Veterans Administration" under U.S. Government and list the names of veteran service organizations.

7. Write on board a list of words and terms which will require further explanation such as Commerce, Defens , Internal Revenue Service, Justice, Labor, etc.

8. Discuss ways in which government agencies can help individuals.

OBJECTIVE 3: To understand the functions of community services.

Activities:

1. Define community and social services.

2. List some problems social service agencies can help with, such as old age, family, and emotional problems.

3. Using the phone book, look up State Of Rhode Island and locate Social and Rehabilitative Services. List the addresses and phone numbers of agencies such as Child Welfare Service, Food Stamps, and Veterans Affairs.

4. Obtain information from the R.I. Dept. of S.R.S. on the Food Stamp Program and Aid to Families with Dependent Children (AFDC) and discuss these programs.

5. List the abbreviations for major departments and agencies and write out their full names (PD - Police Department, SRS - Social and Rehabilitative Services).

6. Using a phone book, look up the name of a community and copy the names of major departments listed.

7. List the resources available in your community under the headings of social, health, legal, and recreational services.

8. Read the inside cover of the phone book and copy the words and symbols of emergency numbers.

OBJECTIVE 4: To understand Social Security, Medicaid and Medicare.

Activities:

1. Read about social security and discuss its benefits.
2. Explain the eligibility requirements of social security.
3. Invite a speaker from the social security office to answer questions prepared in advance.
4. Prepare math problems involving hypothetical pension payments.
5. Discuss possible reasons for contacting the social security office.
6. Explain why all workers must have a social security number.
7. Using a phone book, look under U.S. Government, locate the Department Of Health, Education, and Welfare, and find the Social Security Administration. Write out the address and phone number.
8. Describe the procedures of obtaining a social security card.
9. Using a W-2 form, locate and explain the section on social security information.
10. Read about Medicaid and discuss the eligibility requirements for receiving medical assistance.
11. List the services funded by Medicaid.
12. Contact a local welfare office and inquire about Medicaid services in Rhode Island.
13. Read about Medicare and discuss the eligibility requirements for hospital benefits.
14. List the services provided by Medicare.
15. Compare Medicaid and Medicare.

16. Read about and discuss Medicare's voluntary medical insurance plan.

17. Describe when and how one should apply for social security retirement payments and medical insurance benefits.

OBJECTIVE 5: To be aware of local health and medical services and to know how to contact the organizations providing them.

Activities:

1. Read about and discuss the services provided by state and local health departments.

2. Using a phone book, look up the address and phone number of the R.I. Department of Health.

3. Describe the role of the public health nurse.

4. List the agencies in R.I. that service the handicapped and mentally retarded.

5. Contact your local school department and learn the location of the nearest school for the retarded.

6. Contact a social security office and inquire about special benefits for the retarded.

7. Compare federal and state health programs with private agency programs.

8. Discuss what is meant by "charitable organizations".

9. List ten national private agency health programs (Muscular Dystrophy Association, United Cerebral Palsy, etc.).

10. Read booklets about the American Cancer Society (ACS) and discuss its services.

11. Using a phone book, look up the nearest ACS office and write out the address and phone number.

12. Collect and read information about the many services of the American National Red Cross.

13. Invite a speaker from the R.I. Red Cross to class to discuss community services.

14. Discuss what is meant by "disaster relief" and explain how it is provided by the Red Cross.

15. Read information booklets provided by the R.I. Arthritis Foundation and discuss the services provided.

16. Read information disseminated by the R.I. Association For Children With Learning Disabilities and discuss how parents can obtain help for their learning disabled child.

17. Discuss how the National Foundation March of Dimes helps polio and birth defects patients.

18. Discuss the services of family planning agencies.

19. Using a phone book, look up the address and phone number of Family Planning of R.I.

20. Read pamphlets about the R.I. Easter Seal Society and discuss the services of the Meeting Street School.

21. Discuss the services of mental health clinics.

22. Using the Yellow Pages, look up Mental Health Services and locate the services available in your community.

OBJECTIVE 6: To know various recreational facilities available in the community.

Activities:

1. Make a list of recreational activities enjoyed by children and adults.

2. Name general locations for recreational activities (parks, museums, zoos, etc.).

3. Using a map of Rhode Island, read aloud the "points of interest" section about your county.

4. Using a map of Rhode Island, find the Recreation Index and read aloud the categories listed (beaches, ponds, parks, etc.).

5. List five recreational facilities of interest and locate them on a map.

6. Discuss what Rhode Island has to offer as a tourist attraction.

7. List or name the recreational facilities in your community (movie theaters, YMCA, pools, etc.).

8. Collect newspaper clippings and brochures about local theater groups, concerts, dance companies, orchestras, etc., and discuss types of performances given by each.

9. List private agencies and clubs that provide recreational programs such as Scouts, Big Brothers, Inc., Elks, etc.

10. Using a map of Rhode Island, locate the Providence Civic Center and make a list of the variety of events shown there (rock concerts, ice shows, sports events, etc.).

11. Use a newspaper clipping advertising an event at the Civic Center to discuss dates, times, and ticket prices of performances.

12. Describe how one can buy or order tickets to the Civic Center.

13. Prepare math problems involving quantities of tickets, prices, savings at discount prices, group tickets, etc.

14. List the attractions of Newport County and discuss ways of traveling there.

15. Describe the procedures of crossing the Jamestown and Newport bridges (stopping to pay tolls, waiting for change, buying tokens in advance, etc.).

16. Calculate the cost of a round trip visit to Newport (gas, tolls, etc.).

17. Write a letter to the Rhode Island Department of Economic Development, One Weybosset Hill, Providence, asking for information about recreational activities in the state.

OBJECTIVE 7: To be aware of various ways of utilizing information services in the community.

Activities:

1. Discuss reasons for using a library.

2. List materials found in a library (books, magazines, recordings, tapes, films, etc.).

COMMUNITY RESOURCES

3. Visit a public library and ask the librarian to familiarize students with information about special adult education materials, programs for preschoolers, available recordings for foreign speakers, etc.

4. Write out the names of departments in a library (circulation, reference, periodicals, etc.).

5. Make a list of magazine titles and reference books and ask students to arrange them under the department headings of "reference" and "periodical".

6. Discuss library procedures (obtaining a card, taking out books, paying fines, etc.).

7. Prepare math problems involving the cost of overdue books.

8. Write on board a list of terms associated with libraries (fiction, nonfiction, biography, card catalogue, etc.).

9. Read information on the use of the card catalogue.

10. Using the Yellow Pages, locate the libraries in your community.

11. Explain the services of bookmobiles.

12. Discuss reasons for reading newspapers (news, entertainment, advertising, etc.).

13. Using a newspaper, locate the index and read aloud the names of the sections listed.

14. Explain the functions of such sections in The Evening Bulletin as "Classified", "Editorials", "Focus", and "Your Town".

15. Using the Yellow Pages, look up "newspapers" and list five R.I. publications.

16. Use newspapers in general as a basic tool to teach reading, listening and speaking skills and in content areas such as advertising and consumer economics.

17. Call a newspaper office and inquire about the procedure of submitting an announcement or ad.

18. Write an announcement of a club meeting or special event and take or send it to a newspaper.

19. Write up an ad for selling an item in "The Yankee Trader".

20. Compute the monthly and yearly cost of buying newspapers.

21. Read the first few pages of a telephone directory and discuss the information read.

22. Discuss "alphabetical order".

23. Using a telephone directory, locate given names, businesses, government offices, etc.

24. Discuss how to get directory assistance and what to ask the operator.

25. Discuss the use of the Yellow Pages.

26. Explain the procedure involved in making long distance calls.

27. Use a map indicating time zones to determine the best times for making long distance calls.

28. Obtain a chart of long distance rates and compute the costs of calls.

29. Make a list of abbreviations found on the chart (AM - morning, Init. 3 Min. - first 3 minutes, etc.).

30. Discuss information that must be given when reporting emergency calls.

31. Discuss the uses of telegrams and telegraphs.

32. Read information about sending telegrams and telegraphs and discuss how to contact Western Union.

33. Compute the costs of sending telegrams and telegraphs.

OBJECTIVE 8: To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.

Activities:

1. List and explain the following terms: discrimination, equal rights, unfair wages and practices, equal employment opportunity, complaint, public accommodations, minimum wage laws, etc.

2. List practices in employment that are considered unfair and discuss what can be done about them.

COMMUNITY RESOURCES

3. Contact the state employment service and inquire about the procedure involved in filing a complaint.

4. Write to the Equal Employment Opportunity Commission, 1800 G Street, N.W., Washington, DC 20506 and ask for information and forms for filing complaints, or contact the nearest regional office of the Equal Employment Opportunity Commission.

5. Read about and explain the Federal Civil Rights Act, wage garnishment laws (attaching an employee's paycheck), and the Fair Labor Standard Act.

6. Make a list of words that cannot be used by advertisers for help wanted ads (man, woman, boy, girl, young, etc.).

7. Bring in an old newspaper and note how jobs were classified under headings of Male and Female. Copy an ad and discuss the discrimination involved.

8. Write a letter to the U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division, Washington, DC 20210, and ask for information about wage laws.

9. Discuss previous discrimination against employed women and the effect the feminist movement had on discriminatory practices.

10. Bring in a picture of the statue of Justice and explain the symbolism of the blindfold and scale.

11. Read about and discuss legal services and explain how agencies such as R.I. Legal Services and the Legal Aid Society of R.I. aid the individual.

12. List agencies that can help with discrimination problems (NAACP, Urban League, American-Civil Liberties Union, etc.).

13. Discuss consumer problems resulting from unfair practices and list agencies that can be contacted for help (Legal Aid Society, Better Business Bureau, Chamber of Commerce, Consumer Protection Center, Attorney General's Office, etc.).

14. Read about and discuss housing problems including vandalism, mortgage foreclosure, eviction, etc.

15. List the agencies to contact about housing problems (equal opportunities commission, housing authorities, state attorney general's office, etc.).

COMMUNITY RESOURCES

OBJECTIVE 9: To be aware of school situations that require or relate to parental involvement.

Activities:

1. Describe the procedure of registering a child for school.
2. Write out a card for each child in your family including the child's name, school, phone number of school, teacher's name, bus number and time of dismissal.
3. Inquire about bilingual programs or tutors in local schools.
4. Invite the president of a parent-teacher group to class to discuss school policy and programs and to answer questions prepared in advance.
5. Inquire about school lunch programs and discuss eligibility for free meals.
6. Bring in a notice sent home by the schools and explain what it means.
7. List and discuss the following terms: guidance counselor, reading teacher, speech therapist, physical education, home room teacher, principal, learning disabilities teacher, tutor, room mother, detention, etc.
8. Discuss what a parent-teacher conference is and prepare a list of questions one would want to ask at a conference.
9. Call a local school and inquire about the Volunteers in Action program.
10. Write out the extracurricular activities your child is involved in and the days and times they occur.
11. Inquire about the safety rules of school busing.
12. Practice writing notes for different school situations (absentee notes, permission notes for early dismissal, etc.).
13. Obtain and review sample copies of report cards and warning slips and discuss what they mean.
14. Discuss the rights of parents to examine student records and procedures to follow if records contain objectionable information.
15. Read about and discuss school issues in your community.

COMMUNITY RESOURCES

OBJECTIVE 10: To build an oral and written vocabulary of transportation terms, including car insurance terms.

Activities:

1. List the various means of public and private transportation and name the locations they are associated with (bus = bus depot, taxi = taxi stand, plane = airport, etc.).

2. Using a phone book or state map, locate specific names of major airports, bus depots, railroad stations, etc.

3. Using a bus, plane or train schedule, circle and identify orally terms used to obtain scheduling information (arrival, departure, round-trip, etc.).

4. Using magazine ads, describe the different types of personal transportation available (compact cars, vans, motorcycles, bicycles, etc.).

5. List the major companies that produce cars and match them with their various makes and models (Buick, Cadillac, Toyota, VW, etc.).

6. Practice saying the names of the different makes and models of cars, and circle the names found in the used car classifieds of a local paper.

7. Study a simple diagram of a car and name the major parts (tires, windshield, brakes, radiator, etc.).

8. List and describe terms related to bus travel (fare, token, transfer, etc.).

9. Name and describe various jobs associated with travel and transportation (bus driver, train conductor, pilot, flight attendant, etc.).

10. Define what "insurance" is and discuss R.I. regulations concerning car insurance.

11. Explain briefly the difference between liability, collision and comprehensive insurance coverage.

12. List and discuss the meaning of general car insurance terms such as premium, rate, deductible, etc.

13. Explain "compulsory" and "no fault" car insurance and discuss the differences between the two.

OBJECTIVE 11: To be able to recognize and utilize signs and schedules related to transportation needs.

Activities:

1. Read and explain the appropriate actions related to highway safety signs, including the symbols for animal crossings, railroads, etc.
2. List examples of public and private parking regulation signs found in most urban areas (limited parking, no parking, no standing, etc.).
3. Using a facsimile of a parking structure or lot sign, read instructions and calculate the cost of parking for a given number of hours.
4. Discuss what "snow emergency" signs mean and how snow effects parking regulations.
5. Locate, using local transportation facilities, examples of signs giving scheduling information (airport monitors, bus destination and times signs, etc.).
6. Calculate, using printed schedules, how long it would take to travel from one hypothetical destination to another.
7. Call local bus company to request schedule information orally.

OBJECTIVE 12: To be able to request information about travel accommodations, reservations and fares.

Activities:

1. Read a practice dialogue, then call a local long distance bus company and orally request information concerning fares to various cities.
2. Discuss special discount fares on local and long distance transportation (family fares, children under 12, senior citizens, etc.) and call local facilities to find out if discounts are offered.
3. Prepare math problems comparing cost and time differences between two alternative means of transportation (bus vs. train, car vs. plane, etc.).

4. List and compare types of overnight accommodations (hotel, motel, campground, etc.).

5. Discuss resources available for information on location and quality of overnight accommodations (AAA guidebooks, Chamber of Commerce or tourist bureau guides, information booths at terminals, etc.).

6. Identify, and practice saying and writing, terms related to details of overnight stay (size of party, type of bed desired, length of stay, confirmation, etc.).

7. List organizations that provide overnight facilities (YMCA, YWCA, Traveler's Aid Society of R.I., etc.) and locate their addresses and telephone numbers in the telephone directory.

8. List the names and locations of the major bus, train and airline terminals in Rhode Island (Green Airport, Providence Bus Depot, etc.).

9. Name the major bus and airline companies that operate in Rhode Island and the locations they service (Bonanza Bus Co. - Boston, New York; American Airlines - New York, Chicago, etc.).

10. Examine an airline schedule and circle special terms related to ticketing, such as 1st class, coach, nonstop, layover, etc.

11. Discuss the uses of a travel agency and the types of questions a travel agent might be able to answer.

12. Using the Yellow Pages, list the addresses of travel agencies located in students' vicinity.

13. Write a letter to the R.I. Department of Economic Development requesting tourist information.

OBJECTIVE 13: To learn the use of maps relating to travel needs and to be aware of the general geography of Rhode Island.

Activities:

1. Discuss circumstances when one might want, or need, to use a map (long-distance travel, locating a place of employment, giving directions, etc.).

2. Using a map of Rhode Island, find the direction marker and practice orally words relating to directions (north, south, east, west, etc.).

3. Identify words related to roads and discuss the differences between the various types of roads (highway, turnpike, freeway, etc.).

4. List and locate examples of highway terms, such as overpass, interchange, exit, etc.

5. Point out major R.I. cities and towns on map and orally discuss their relation to each other using direction terms (Providence is north of Newport, Newport is east of Jamestown, etc.).

6. Practice writing abbreviations for local addresses (St., Ave., Rd., Dr., etc.).

7. Explain how to use the scale of miles and compute the approximate distance between major cities and towns in Rhode Island.

8. Using the number guide, locate important landmarks (students' homes; school; city hall; airport; park, etc.).

9. Discuss why the names of cities, towns and places appear in different size letters and, using the index, locate examples of large, medium and small communities in the state.

10. Using the map key, link symbols with word meanings and find examples for each symbol (fish = public fishing area, red diamond = public bathing beaches, etc.).

11. Study the major roads in R.I. and draw the symbols used to indicate different highway systems (interstate = white band on heart-shaped shield; U.S. highway = plain shield, etc.).

12. List and locate examples of the various types of highways found in R.I. (Interstate 95, Route 44, etc.).

13. Practice asking for and giving directions to specific places of interest in R.I. (for example, how to go from Providence to Colt State Park).

14. List places where one can obtain maps of R.I. and vicinity (gas stations, R.I. Department of Economic Development, American Automobile Association, etc.).

BIBLIOGRAPHY

The following booklets have been reviewed and are recommended for use in the ABE class. The teacher is encouraged, however, to obtain and review other publications. Most materials listed below are available at no cost.

The reading levels of these materials are indicated on the left-hand side of the page by the following code:

B = Basic

I = Intermediate

A = Advanced

Pamphlet information is followed by a listing of APL related materials that are specifically intended for adult basic education students. Where reading levels have not been specified by the publisher, the Fry readability scale has been employed.

Materials Available at the R.I. Dept. of Economic Development

Numerous colorful pamphlets, brochures, and maps, including the Rhode Island Recreation Map, are available upon request from the Tourist Promotion Division, One Weybosset Hill, Providence. Reading levels are most advanced.

Reading Level

A CETA Handbook.
This pamphlet explains the provisions of the R.I. CETA program in layman's language.

Other Publications

Arise Directory, Adult Education Department, Providence Public Schools.
Revised yearly, this directory lists statewide adult education and training programs, guidance and testing services, etc. Available from the Department at 396 Smith Street, Providence. Cost is $8.00. A good teacher resource.

Directory, Council for Community Services, Inc.
Hundreds of R.I. health, recreation and welfare agencies are listed in this valuable directory. An excelient teacher resource. Available from the Council at 229 Waterman Street, Providence, Cost is $4.50.

Directory of Children's Mental Health Services, R.I. Association for Mental Health, Inc.
A free, quick referral resource, listing all R.I. agencies serving children with emotional and behavioral problems.

A — Let Yourself Be Heard, The League of Women Voters in R.I.
A 4-page pamphlet explaining how to write and address letters to R.I. Senators and Representatives.

I,A — Pocket Manual of Senior Services, R.I. Department of Community Affairs, Division on Aging.
A valuable booklet listing all the programs in the state for older Rhode Islanders. Write to: 150 Washington Street, Providence.

A — Some Facts About the R.I. Mental Health Association.
A 4-page pamphlet explaining the services of the association.

B,I,A — Tel-Med 521-7120, Council for Community Services, Inc.
A brochure describing the public service health and medical information library.

A — The Food Stamp Program in R.I., R.I. Department of SRS.
This pamphlet answers the most frequently asked questions about the program.

A — The R.I. Landlord-Tenant Handbook, R.I. Department of Community Affairs.
A complete booklet that answers questions in layman's language about legal aspects of rental situations. It also lists R.I. agencies that offer assistance to both landlords and tenants. Available at 150 Washington Street, Providence.

A — What Is A Better Business Bureau? Council of Better Business Bureaus.
A pamphlet explaining the functions of the agency.

A — Your Benefit Rights, Department of Employment Security of R.I.
Two pamphlets clearly explain employment security benefits and temporary disability insurance.

ding Level	Title	Publication Information
	Family Development Series (workbooks)	Steck-Vaughn Co.
4-6	Communicating With Others	P.O. Box 2028
	Relating to Neighbors	Austin, TX 78767
4-6	Health, Safety and Sanitation	10 books in series, $1.68 ea.
	Home Sanitation	
4-6	Understanding Yourself	
	Health and Recreation	
4-6	Buying Guides	
	Satisfaction Guaranteed	
	Ingles para Sobrevivir (English for Survival)	Latin American Family
ESL 1	Book 1 (workbook)	Education Program
	Unit I - Giving Directions	640 Jefferson St.
	Unit II - Enrolling Your Child	Gary, IN 46402
	Understanding a Report Card	
	Talking About Your City	$5.95 for 3 book series
	Talking About the Fire and Police Depts.	
	Learning About Local Government	
	Learning About State Government	
	Learning About Federal Government	
ESL2	Book 2 (workbook)	
	Unit II - Special Programs for Spanish-Speaking Persons	
	Special Services in the Schools	
	Traffic Signs	
	Contacting Your Councilman	
	The Three Branches of State Government	
ESL 3	Book 3 (workbook)	
	Unit I - The Federal Food Stamp Program	
	Understanding Your Social Security	
	Unit II - Contacting Your Child's Teacher	
	Learning About the School	
	Writing a Letter to the Editor	
	Complaining About Police Service	
	Financial Aid for Education	
	Unit III - Responding to Discrimination	
	The Young American Series (workbooks)	Fearon Publishers, Inc.
3.0	In Your Community	6 Davis Dr.
		Belmont, CA 44002
		5 workbooks, $6.60 a set

Reading Level	Title	Publication Inform
	Information Reading Series (one page readings followed by questions)	Right to Read Center University of Maine Portland Gorham School of Education Gorham, ME 04038
0-4	Level A Book 1 Save Money When You Travel	
5-6	Level B Book 1 How to Read Newspaper Headlines How to Use the Newspaper to Find a Job	Approx. $5.00 for 4 b series
9-10	Level D Book 1 City Life - Some Like It, Some Hate It	
	Be Informed Series (booklet "sections" followed by review exercise)	New Readers Press Division of Laubach Literacy, Internatio P.O. Box 131 Syracuse, NY 13210
4.2	Be Informed on Drugs Unit 17 Treatment of Addiction	
3.9	Be Informed on Social Security and Personal Insurance Unit 5 Financial Security Health Insurance Protection Retirement Income	$15.00 for set of 20
3.4	Be Informed on Taxes Unit 9 Where Your Tax Dollars Go	
3.3	Be Informed on Renting a House Getting Help With Your Housing You and Community Improvement Meeting Your Future Housing Needs	
3.7	Be Informed on Pollution Unit 20	
3.8	Be Informed on Reading Your Newspaper Unit 8 What Does It Do? How Newspapers Began What Newspapers Offer What Makes News?	
3.8	Be Informed on Using the Library Unit 15 What Is a Library? Using the Card Catalogue Finding and Borrowing a Book Periodicals and Reference Books Special Services of the Library	
4.0	Be Informed on Buying a Car Unit 2 Registration and Licensing	
5-6	Turner-Livingston Communication Series (workbooks) The Newspapers You Read	Follett Publishing Co Dept. DM 1010 West Washington Chicago, IL 60607 6 books in series, $1

ling Level	Title	Publication Information
3.7	Occupations 1 (64-page soft cover text) Firefighter Police Officer Sanitation Worker Sanitation Aide Bank Clerk Truck Driver Taxi Driver Bus Driver School Bus Driver	New Readers Press 2 books, $1.60 ea.
3.7	Occupations 2 Railroad Brakeman Library Technician Bank Teller Community Worker Recreation Aide	
3.8	How To Register and Vote (booklet)	New Readers Press $ .28
	Your Personal Business Series	New Readers Press
3.4	Unit 1 Telephone and Telegraph (making emergency calls)	2 books in series, $1.50 ea.
3.7	Unit 2 Letters and Announcements (permission slips and excuses, public announcements, etc.)	
5-6	Reading for Living Series How To Read Newspapers Reading for Entertainment	New Readers Press 9 units in series, $ .50 ea. (9 for $4.25)
5-6	How To Use the Dictionary and Other Reference Books	
5-6	How To Use Telephones	
5-6	How To Read Personal and Business Papers	
5-6	How To Read Signs	
	Practice in Survival Reading (workbooks)	New Readers Press
0-4	Signs Around Town Parking Lot Garage Bus Station Bus Stop Drive-in Golf Course Movie Theater Campground Traffic Signs Airport Tour Signs Recreation Regulations	Set of 3 books $1.50 ea.

Reading Level	Title	Publication Inform
0-4	Label Talk Rod and Reel Sleeping Bag	
0-4	Read the Instructions First Motel Car Wash Swimming Pool Telephone Book Getting a Driver's License Accident Instructions Unemployment	
4-5	Real Experiences (dialogues followed by exercises) The Battle of the Bus You Ran a Great Race The Bowling Team Accidents Will Happen Rudy's Big Secret Burglary Report Getting Together Buying a Motorcycle You're on the Air Quiet Evening at Home	Globe Book Co. 175 Fifth Ave. New York, NY 10010 $2.40
5-6	Living in a Consumer's World (soft-cover text) Unit Six: Planning for Your Future Counseling and Services	Globe Book Co. $5.19
9+	Consumer Mathematics (text) Transportation	Harcourt, Brace, Jovan Inc. 757 Third Ave. New York, NY 10017
4-5	Reading Today's English (short paragraphs with photos followed by exercises) Book 1 Lesson 2 Fire Lesson 4 Wrong Bus Lesson 13 Off to School Lesson 14 The School Program Lesson 16 The Big Picnic Lesson 26 Phone Out of Order Lesson 27 Watching Television Lesson 28 Visiting the Park Lesson 29 Making a Garden Lesson 30 Window Shopping	Steck-Vaughn Co. 2 book series, $1.50

Level	Title	Publication Information
	Book 2 Lesson 1 Prowler Lesson 3 Traffic Ticket Lesson 13 Going to Church Lesson 15 Making a Speech	
	The Mott Basic Language Skills Program Semi-Programmed Series (16 programmed workbooks in series of which sample copies are listed below) Book 1608 American Scenes - Education Book 1911 American Scene - Your Voice is You American Scene - Drugs	Allied Educational Council Distribution Center P.O. Box 78 Galien, MI 49113 prices range from $1.75 - $3.10 ea.
	Foundations of Citizenship (soft-cover text)	Frank E. Richards Publishing Co., Inc. 324 First St. Liverpool, NY 13088 ($2.00)
	Fill In The Blanks (workbook of forms, applications, maps, schedules, etc.) On The Road Application For Driver's License Automobile Accident or Loss Notice Signs Along The Highway Road Maps Leisure Time Bus Schedule Train Schedule Airline Schedule Menu Blue Cross And Blue Shield Application	New England School Supply P.O. Box 1581 Springfield, MA 01101 $3.15

Reading Level	Title	Publication Information
*	Learning Activity Packages (LAPS) (write-in booklets)	Providence Adult Educa 396 Smith Street Providence, RI 02908
ESL 1	How To Use The Adult Learning Center	$ .50 ea. stapled $1.00 plastic bound
ESL 1	Weather	
ESL 1	Your Fire Department	
ESL 1	Your Police Department	
ESL 2	The Airport	
ESL 2	Go By Bus	
ESL 2	Holidays	
ESL 2	Restaurants	
ESL 2	The Telephone	
ESL 2	Post Office	
ESL 3	Entertainment	
ESL 3, ABE/HSE	How To Use The Library	
ESL 3	Reading Your Newspaper	
ESL 3	Your School Department	
ESL 3	Food Stamps	
ESL 3, ABE/HSE	Food Stamps For Senior Citizens	
ABE/HSE	Elderly Housing	
ABE/HSE	Extended Care Facilities	
ABE/HSE	How To Use The Dictionary	
ABE/HSE	Recreation Areas	
ABE/HSE	Using Highway And City Maps	

* ESL 1 = Beginners
ESL 2 = Intermediate
ESL 3 = Advanced
ABE/HSE = Adult Basic Education/High School Equivalency

GOVERNMENT AND LAW

5

GOAL: To promote an understanding of society through government and law and to be aware of government functions, agencies and regulations which define individual rights and obligations.

GOVERNMENT AND LAW

OBJECTIVE 1: To develop a working vocabulary related to government and law.

Activities:

1. Using government pamphlets, identify major federal, state and local positions and those who hold office currently (i.e., president, vice-president, governor, mayor, etc.).
2. Read newspaper articles referring to federal government operations and discuss special functions and offices (Congress, legislation, District of Columbia, State Department, etc.).
3. Using the telephone directory, list and explain examples of titles associated with government services and officials.
4. Locate and mark on a map communities within students' vicinity and list general terms related to local or city functions (i.e., municipal, council, city hall, neighborhood, etc.).
5. Develop a list of basic terms associated with the court system (i.e., judge, jury, trial, prison, etc.).
6. Discuss basic legal terms such as lawsuit, violation, plaintiff, defendant, etc., and occupations associated with legal system (Lawyer, police, etc.).
7. Study recruitment posters and ads and discuss the differences between the various divisions of the U.S. Armed Forces.
8. Using campaign posters and political cartoons, identify the major national political parties and their systems.

OBJECTIVE 2: To develop an understanding of the structure and functions of federal, state and local government.

Activities:

1. Make an organizational chart of the 3 branches of the Federal government.
2. List and explain the powers of the President.
3. Analyze why our government has powers which are limited, separated, and equipped with checks and balances.

4. Discuss and display national symbols and songs (flag, eagle, etc.), comparing them to those from students' native countries.

5. Describe the differences between the two houses of Congress and identify each by name.

6. Invite a state representative to speak about the functions of state government.

7. List three departments that are associated with the state (i.e., Motor Vehicles Dept., Dept. of Education, Dept. of Employment Security, etc.).

8. Explain the activities of the state legislature and identify representatives from students' districts.

9. List three situations where one would contact a local or city agency for assistance (garbage removal = Public Works Dept.; housing violations = Housing Authority, etc.).

10. Discuss the role of parent-teacher organizations and various ways in which a parent may contact local school personnel.

11. List three ways individuals can influence government.

12. Write a letter to a local political figure expressing opinions on a given topic of public concern.

OBJECTIVE 3: To identify the government agencies responsible for servicing individual and community needs.

Activities:

1. Locate the post office nearest students' residence and discuss services available there (postal money orders, passport applications, delivery of packages, etc.).

2. Practice filling out postal forms, change of address cards, addressing packages, etc.

3. List government agencies associated with job-related activities (i.e., Social Security Administration, Federal Job Information Center, etc.).

4. Discuss conditions under which one might need special support services including ways of contacting government agencies (catastrophic illness, abandonment, disability, etc.).

5. Using Rhode Island directories, list the most important government support services with local addresses and telephone numbers.

6. Match government agencies with the program(s) they administer (i.e., HEW and Supplemental Security Income, R.I. Social and Rehabilitative Services with Food Stamps, etc.).

7. Locate the telephone numbers of state and local police and fire departments and discuss the services they provide.

8. Write out the full names of investigative agencies such as the FBI and CIA and explain under what circumstances they might be contacted (missing persons, etc.).

OBJECTIVE 4: To understand the functions of the court system.

Activities:

1. Cite examples of problems which may lead to court action (traffic violation, physical assault, etc.).

2. List names of special courts that handle particular kinds of disputes (Family court, Juvenile court, Small Claims court, etc.).

3. Write out names and locations of various courts in students' vicinity and identify personnel who work there.

4. Explain the differences between Federal and local courts.

5. Match different types of disputes with the courts that would handle them (traffic violation, tenant-landlord, probate, etc.).

6. Discuss the role of the Supreme Court and how its actions affect society (Civil Rights rulings, abortion legislation, etc.).

7. Explain the term "trial by jury".

8. Discuss court procedures, particularly actions involved in a trial (swearing-in, giving testimony, selecting a jury, etc.).

9. Describe standards for behavior in court (addressing judge, proper dress, etc.).

10. List several obligations of the individual to the court system such as jury duty, the paying of fines, court appearances, etc.

OBJECTIVE 5: To know about the legal rights of the individual and to know how to obtain aid for legal problems.

Activities:

1. Identify in oral discussion the various freedoms granted to Americans in the Constitution.
2. Describe in a few sentences the difference between civil cases and criminal cases.
3. Define and give examples of actions for which you can be arrested.
4. Using pamphlets, define the following categories of crimes: offenses, misdemeanor, felony (available from R.I. Bar Association).
5. List various crimes and match them with their possible punishments.
6. Discuss and explain terms related to arrest, such as warrant, search and seizure, suspect, bail, bondsman, etc.
7. Read booklets (available from the American Civil Liberties Union and the R.I. Bar Association) and discuss what to do if you are arrested.
8. List three reasons why the accused has the right to remain silent and the right to legal counsel following arrest.
9. Write out the names of organizations offering legal referral services (Legal Aid Society, Lawyer Referral Service, etc.).
10. Read about lawyers' fees (booklet distributed through R.I. Bar Association) and compute possible costs involved in a hypothetical arrest case.
11. Discuss the legal status of resident non-citizens.

OBJECTIVE 6: To be knowledgeable of rules and regulations regarding immigration and citizenship.

Activities:

1. Define and discuss general terms related to immigration (alien, visa, consulate, naturalization, etc.).

2. List general requirements for immigration.

3. Discuss the reasons for restrictions on the numbers and types of people who may enter the U.S. as immigrants.

4. Using government pamphlets, discuss the "nonimmigrant" status of aliens (U.S. Immigration Laws available from Dept. of Justice, Immigration & Naturalization Service).

5. Explain why immigrants must register with the government and file a residence card every January.

6. Practice completing forms related to immigration (alien address report, Application for Certificate of Citizenship, etc.).

7. List the three classes of immigrants and explain how they are different (U.S. Immigrant Laws, Teacher reference).

8. Describe when passports, rather than visas, are necessary for entry to the U.S.

9. Describe circumstances under which "Labor Certification" documents are necessary.

10. Note the fees connected with obtaining various documents and calculate the cost of entering the U.S. for a hypothetical family.

11. List the steps by which an alien obtains citizenship (Naturalization Requirements and General Information booklet available from Immigration & Naturalization Service).

12. List and discuss reasons why one may become ineligible for naturalization.

13. Explain the literacy and oath of allegiance requirements for naturalization.

14. List sources available for information about citizenship books, pamphlets, and classes.

OBJECTIVE 7: To know how to apply for licenses and other legal documents and to know the circumstances when they are needed.

Activities:

1. Discuss why it is necessary to sign all documents with one's "legal signature".
2. Cite examples of commonly used legal papers (licenses, leases, contracts, etc.).
3. List several advantages and disadvantages of having a lease.
4. Using a copy of a lease, identify the legal terms commonly used (lessor, lessee, undersigned, etc.).
5. Discuss the importance of writing a will and define terms related to inheritance, such as heir, executor, probate, etc. (Have You Made a Will? - booklet available from R.I. Bar Association).
6. Discuss how the government uses licensing to regulate economic activity (Food and Drug Administration, Federal Communications Commission, etc.).
7. Cite examples of types of small businesses and the kinds of licenses required for their operation (liquor, food, etc.).
8. Review the procedure involved in obtaining a marriage license.
9. Complete a mock marriage license application form.
10. Locate local offices in students' vicinity that issue birth and death certificates and give examples of situations where these are needed (applying for social security, obtaining other licenses, etc.).
11. List the steps one must follow to obtain a drivers license.
12. Practice filling out mock car registration and license application forms.
13. List several types of personal identification (school ID, military ID, etc.).
14. Based on fees charged for obtaining documents, calculate the hypothetical costs of getting different kinds of licenses.

OBJECTIVE 8: To understand the basics of the American tax system.

Activities:

1. List various kinds of federal, state and local taxes (income, gasoline, sales, etc.).

2. Chart and explain how taxes are collected at each level of government.

3. List services that depend on tax dollars and match them with the level of government responsible for them (Federal: national defense, State: highway funds, Local: street repairs, etc.).

4. Visit local stores and identify various taxes on items.

5. Using newspaper ads, calculate excise and sales tax on items such as automobile tires.

6. Practice filling out copies of W2 or W4 Withholding forms and explain how to figure out exemptions.

7. Discuss basic rules concerning who must file a Federal income tax form and how to determine filing status.

8. Practice completing a copy of the 1040A Federal Income Tax form, identifying special tax vocabulary (itemize, deduction, etc.).

9. Make a list of items that could be bought in a department store and calculate the 6% R.I. sales tax on each item.

10. Discuss the difference between the "ability to pay" progressive tax system and the straight percentage tax system.

11. Locate addresses and telephone numbers of local sources for help with tax questions (Internal Revenue Service, commercial tax preparers, etc.).

OBJECTIVE 9: To understand and participate in procedures relating to elections and voting.

Activities:

1. Define the term "political party" and give two examples of such.

2. List the means by which parties raise money.

3. Explain the difference between popular and electoral votes and state the reason for having both.

4. Discuss the basic difference between a primary and a regular election.

5. List the voting requirements for the state of Rhode Island.

6. Locate and copy the names of specific polling places in students' vicinity as determined by local Board of Canvassers.

7. Fill out the sample ballot forms obtained from local voting authorities.

8. Review the procedures involved in registering to vote prior to elections.

9. Name organizations that provide information concerning registration and voting (League of Women Voters, local Board of Canvassers, local political party headquarters, etc.).

10. Cite examples of illegal campaign practices and procedures.

BIBLIOGRAPHY

The following pamphlets were collected from agencies in Rhode Island. Most can be obtained free; but where there is a charge, prices have been noted. Most materials dealing with legal topics are written on a rather high level, but it may be possible to adapt them for student use by the addition of comprehension questions and vocabulary sheets.

The reading levels of these materials are indicated on the left-hand side of the page by the following code:

B = Basic (reading level 0-3)

I = Intermediate (reading level 4-6)

A = Advanced (reading level 7-8 and beyond)

Pamphlet information is followed by a listing of APL related materials that are specifically intended for adult basic education students. Where reading levels have not been specified by the publisher, the Fry readability scale has been employed.

Materials available from the Rhode Island Bar Association

Reading Level

A — Have You Made a Will?
A short 3-page booklet that defines the nature of a will in a question-answer format. Difficult reading, a good teacher resource.

A — What Are Your Rights If You Are Arrested?
An excellent resource, this 6-page booklet explains Rhode Island laws concerning arrest procedures. Answers questions concerning the act of arrest, rights at the police station, rights in court, and how to get legal help.

A — How Do Lawyers Charge?
This booklet discusses the various charges lawyers make for particular services. It attempts to show what the clients' money goes for but no specific dollar amounts are mentioned.

A — How Probate Can Protect You!
This 5-page booklet focuses on Rhode Island laws concerning probate and cites examples of minimum lawyers fees charged for probating an estate. Question-answer format, difficult reading.

Materials available from the American Civil Liberties Union

A — Questions and Answers about Campaign Finances
This booklet discusses the Federal law requiring disclosure of funding sources, pointing out some strengths and weaknesses in the legislation. 27 pages.

A — The Bill of Rights
A 3-page booklet listing the first 10 amendments as originally written in the Constitution. No explanations, but good reference.

I,A — If You Are Arrested
A 6-page booklet outlining what to do under circumstances of arrest. There is a tear-off card that can be kept in a wallet for easy reference, if necessary. Also published in Portuguese.

A — The Rights of Suspects, Oliver Rosengart
This handbook outlines in detail the rights of the individual in confrontations with police, upon arrest and in court. Intricate but interesting discussions of specific issues. 116 pages, 95¢ per copy.

Materials available from U.S. Department of Justice, Immigration and Naturalization Service

Teacher Resource — Naturalization Requirements and General Information
This 43-page booklet outlines the latest information concerning how non-native residents can obtain citizenship.

Teacher Resource — United States Immigration Laws - general information
A 25-page pamphlet outlining classes of immigrants, documents required for entry and other information.

L,A — Alien Address Report Program
This 8-page booklet explains why and how an alien goes about reporting his/her address to the Federal government. Question-answer format.

Materials available from the League of Women Voters of Rhode Island

B,I,A — Let Yourself Be Heard
This 4-page pamphlet gives tips on how to write effective letters to elected officials. Includes names, positions, addresses and forms of address.

A, Teacher Resource — Pick a Candidate
A 7-page voter guide on how to analyze candidates for elective offices. Focuses on being aware of images, political polls, phony issues and open campaigning.

A — Questions and Answers on R.I. Presidential Preference Primary
Teacher Resource — A question and answer format is used to explain how the R.I. primary works. 2 pages.

B,I,A — Information for Voters on Election Day
A one-page handout describing the who, what, when and where of voting in R.I. Also published in Italian, Portuguese, Spanish and French.

Teacher Resource — League of Women Voters Catalog
This brochure lists pamphlets, kits and films available for members and non-members alike. Many items are free.

Materials available from the R.I. Consumer's Council

A — What Truth in Lending Means to You
A short pamphlet describing the major provisions of the new federal "Truth in Lending" act. 4 pages, free.

B,I,A — Fight Back! Don't let the gyp artists get away with it!
A series of short cartoons explain the steps to take if you feel you've been cheated. Also available in Spanish. 4 pages, free.

Other Publications

A — The Law and You (A Scriptographic Booklet) Channing L. Bete Co., Inc., Greenfield, Mass.
This 15-page booklet combines cartoons and easy outline format in a discussion of general laws. Includes contracts, wills, rights to sue, rights when arrested, etc. 25¢ per copy.

I,A — Know Your Legal Rights (A Scriptographic Booklet) Channing L. Bete Co., Inc., Greenfield, Mass.
This 15-page booklet discusses differences between civil and criminal laws, types of lawsuits, consumer rights, etc. Cartoons explain points through attractive format. 25¢ per copy.

I,A — Hunter's Pocket Guide, R.I. Dept. of Nat. Resources
A 32-page handbook covering facts about obtaining licenses, the fees involved and the laws concerning land use in R.I. Free.

A — Deer Hunting, R.I. Dept. of Nat. Resources
A 4-page section of the R.I. law concerning violations and fines for illegal hunting procedures. Free.

A Fair Housing U.S.A., U.S. Department of Housing and Urban Development, Washington, D.C., 20410
This booklet explains how the Civil Rights Act of 1866 and the Fair Housing Law of 1968 prohibit discrimination in housing in the U.S. Describes court actions that can be taken if necessary. 8 pages, free.

A The Truth About "Right to Work" Laws, Facts vs. Propaganda, AFL-CIO
A brochure that discusses arguments that have been leveled against union shops from the point of view of organized labor. Mentions specific labor laws and how they affect unions. 21 pages, free.

I,A How to Sue In the Small Claims Division of County Court, Division of Consumer Services, Florida Dept. of Agriculture and Consumer Services
This booklet explains the procedures involved in filing a suit in small claims court. Would need to be adapted to fit local R.I. statutes, but it includes forms and other generally useful information. 17 pages, free.

A The Rhode Island Landlord - Tenant Handbook, R.I. Dept. of Community Affairs, Housing Assistance Division
A handbook that explains in layman's terms various housing provisions in State Law as they relate to landlord - tenant situations. It includes information on leases, repairs, housing code, evictions, etc. 22 pages, free.

...ding Level	Title	Publication Information
4-6	Family Development Series (workbooks) Working With Others It's Payday	Steck-Vaughn Co. P.O. Box 2028 Austin, TX 78767
4-6	Becoming a More Effective Person Making Things Change	10 books in series, $1.68 ea.
4-6	Buying Guides Satisfaction Guaranteed	
4-6	Family Money Management Family Financial Security	
4-6	Being an Informed Citizen Your Rights as a Citizen Citizen Responsibilities Voting Information and Opinion Propaganda and Opinion	
ESL 1	Ingles para Sobrevivir (English for Survival) Book 1 (workbook) Unit I - Contacting a Lawyer Talking about Your Paycheck Talking about Taxes Unit II - Talking about Your City Talking about the Fire and Police Departments Filling out the Alien Report Registering for the Draft Voting Learning about Local Government Learning about State Government Learning about Federal Government	Latin American Family Education Program 640 Jefferson St. Gary, IN 46402 $5.95 ea. for 3 book series
ESL 2	Book 2 (workbook) Unit I - Signing contracts Seeking Legal Aid Taxes and Their Use Itemizing Deductions for Taxes	

Reading Level	Title	Publication Informe
	Unit II - Becoming a Citizen Registering to Vote Contacting Your Councilman The Three Branches of State Government Learning About Government to Become a Citizen	
ESL 3	Book 3 (workbook) Unit I - Complaining to the Landlord The Federal Food Stamp Program Understanding Your Lease Learning About Lawyers Understanding Your Social Security Unit II - Becoming a Citizen Military Service Interpreting a Ballot Utilizing City Services The Citizenship Test Unit III - Responding to Descrimination	
	The Young American Series (workbooks)	Fearon Publishers, Inc.
3.1	In Your State	6 Davis Dr.
3.0	In Your Country	Belmont, CA 94002
2.8	Know Your Rights	5 workbooks, $6.60 a se
4-6	Law: You, The Police and Justice (readings)	Scho[illegible]lc Book Service
	Information Reading Series (one page followed by questions)	Right to Read Center University of Maine
0-4	Level A Book I Help on Your Income Tax Return	Portland Gorham School of Education
5-6	Level B Book I What If You're Called for Jury Duty	Gorham, ME 04038
7-8	Level C Book I Crime in the U.S. What Happens When a Working Woman is Out of a Job	Approx. $5.00 for 4 boo series
7-9	Level D Book I Shoplifting is Stealing Women's Lib and the Equal Rights Amendment	

ding Level	Title	Publication Information
	Be Informed Series (booklet series followed by review exercises)	New Readers Press Division of Laubach Literacy, P.O. Box 131 Syracuse, NY 13210
4.2	Be Informed on Drugs Unit 17 Drugs and the Law	
3.4	Be Informed on Taxes Unit 9 What are Taxes? How Taxes are Collected Where Your Tax Dollars Go Records for Your Federal Income Tax Filing Short Form 1040A	$15.00 for set of 20 units
3.3	Be Informed on Renting a House Unit 6 Tenant Rights and Responsibilities	
4.0	Be Informed on Buying a Car Unit 2 Registration and Licensing	
4.3	Be Informed on Owning an Auto Unit 3 Licensing and Insuring a Car	
3.7	Occupations 1 (job descriptions) Police Officer Conservation Officer Postal Worker Sanitation Aide Parole Aide	New Readers Press 2 books, $1.60 ea.
3.7	Occupations 2 Law Assistant	
5.8	How to Register and Vote (short booklet describing voting procedures)	New Readers Press $.28 per copy
5-6	Reading for Living Series How to Read Personal and Business Papers	New Readers Press 9 units in series, $.50 ea. (9 for $4.25)
0-4	Practice in Survival Reading Series Signs Around Town County Courthouse Recreation Regulations Trail Marker Read the Instructions First Getting a Driver's License Traffic Citation	New Readers Press 3 books in series, $1.50 ea.
4-5	Real Experience (dialogues followed by exercises) Burglary Report Hit-and-Run	Globe Book Co. 175 Fifth Ave. New York, NY 10010 $2.40 per copy

Reading Level	Title	Publication Inform
5-6	Living in a Consumer's World (soft cover text) Unit 5 - The Question of Housing You and Your Landlord	Globe Book Co. $5.19 per copy
9+	Consumer Mathematics (text) Taxation	Harcourt, Brace, Jovanc Inc. 757 Third Ave. New York, NY 10017
	"Notch a Stick, Scratch a Stone" Series (booklets) (Living and Working in Our Social and Economic World)	New England School Supp P.O. Box 1581 Springfield, MA 01101
7+	The Civil Rights Act	10 booklets, $11.95 per
3-4	Fill in the Blanks (workbook of forms, applications, maps, schedules etc.) Government Forms Application for a Social Security Card More Government Forms Selective Service System Registration Questionnaire Application for Voter Registration Sample Ballot Income Tax Time Wage and Tax Statement Short Form 1040A Tax Rate Schedule Lease Agreement	New England School Supp $3.15 per copy
5-6	Reading Today's English (short paragraphs with photos followed by exercises) Book 2 Lesson 1 Prowler Lesson 6 Postage Due	Steck-Vaughn Co. 2 book series, $1.50 ea
4-5	Forms in Your Future Application for a Driver's License Application for a Marriage License Voter Registration Form	Globe Book Co., Inc. $1.95 per copy
1-3, audio-visual	Teaching Social Living Skills: Practical Government Kit (materials concern voting procedures, two-party system, etc.) Includes filmstrip, set of records, tape and transparencies	National Education Asso 1201 Sixteenth St. N.W. Washington, DC 20036 $20.00

ding Level	Title	Publication Information
4-5	Foundations of Citizenship (soft cover text) Chapter III Three Branches of Government Chapter VI Taxes and Why We Pay Them Chapter VII Withholding and Social Security Taxes	Frank E. Richards Publishing Co., Inc. 324 First St. Liverpool, NY 13088 $2.00 per copy
0-4	Your Government and You (workbook) Simplified American Government	Frank E. Richards Publishing Co., Inc. $1.95 per copy
*	Learning Activity Packages (LAPS)	Providence Adult Education 396 Smith St. Providence, RI 02908 $ .50 ea. stapled 1.00 ea. plastic bound
ESL 1	Your Fire Department	
ESL 1	Your Police Department	
ESL 2	Post Office	
ESL 2	Small Claims Court	
ESL 2	Social Security	
ESL 3	Getting Your Citizenship	
ESL 3	Getting Your Driver's License	
ESL 3	Voting	
ESL 3	Your 1040A Form	
ABE/HSE	Understanding Your Paycheck	
ABE/HSE	Writing a Will	
ABE/HSE	Your Rights as a Citizen	

* ESL 1 = Beginner
ESL 2 = Intermediate
ESL 3 Advance
ABE/HSE = Adult Basic Education/High School Equivalency

APPENDIX A

Objective	Skills	Behavioral Objective
OK-1	Listening: following oral directions Reading: locating information	Given oral directions for filling out a sample application form, the student will be able to locate and circle the specified information on the form.
OK-2	Speaking: articulation	The student will be able to name at least three major industries in R.I.
OK-3	Reading: information copying	The student will read three employment ads from a newspaper and correctly copy the names of persons or companies to contact and their telephone numbers.
OK-4	Reading: location skills vocabulary Speaking: pronunciation	Given the names of three job categories, the student will be able to locate them in the classified section of the newspaper and read aloud an employment ad in each category.
OK-5	Reading: location skills Writing: copying	The student will use the Yellow Pages to locate and list the names and phone numbers of three R.I. agencies that offer vocational guidance.

Level I (cont'd) OCCUPATIONAL KNOWLEDGE

Objective	Skills	Behavioral Objective
OK-6	Reading: comprehension vocabulary following directions Problem-solving	The student will be able to complete an interest and skills inventory.
OK-7	Reading: following directions Writing: filling out forms	The student will be able to fill out an application for a social security number with at least 70% accuracy.
OK-8	Speaking: articulation	The student will be able to list and explain at least four desirable work habits.
OK-9	Speaking: vocabulary pronunciation	Given a list of five words or terms usually found on paycheck stubs, the student will be able to explain their meanings with at least 80% accuracy.

Objective	Skills	Behavioral Objective
OK-10	Reading: location skills Writing: copying	Given the names of three labor organizations, the student will use the Yellow Pages to locate and copy correctly their addresses and phone numbers.
OK-11	Speaking: articulation	The student will give at least two examples of situations which would require contacting the Department of Employment Security.

Level 2

OCCUPATIONAL KNOWLEDGE

Objective	Skills	Behavioral Objective
OK-1	Reading: vocabulary Writing: spelling	Given a list of ten abbreviations found in employment ads, the student will write out the words in full.
OK-2	Writing: business letters	The student will be able to write a letter to a company requesting a brochure or specific job information.
OK-3	Reading: comprehension vocabulary Speaking: pronunciation articulation	Given a sample contract from an employment agency, the student will read the contract and be able to explain the terms and conditions involved.
OK-4	Writing: outlining	Given five examples of types of jobs, the student will be able to list the general educational requirements for each job.
OK-5	Computation	Given detailed information about fees, the student will be able to compute the costs of specific vocational guidance services.

Objective	Skills	Behavioral Objective
OK-6	Speaking: oral presentation	The student will be able to give an informal talk discussing personal employment goals and describing procedures for attaining them.
OK-7	Reading: following directions Writing: filling out forms	Given a job application form, the student will complete all sections of the form, including the statement of personal history.
OK-8	Writing: sentences	The student will write at least three sentences stating safety or conduct rules involved in his/her work.
OK-9	Computation	Given detailed information of hours and wages, the student will be able to compute salaries involving overtime pay.
OK-10	Speaking: articulation Writing: spelling sentences	The student will be able to explain the basic labor union activities of collective bargaining, arbitration, and strikes.
OK-11	Writing: sentences	The student will be able to list at least three problems that could result from unemployment.

OCCUPATIONAL KNOWLEDGE

Objective	Skills	Behavioral Objective
OK-1	Reading: vocabulary Writing: filling out forms	The student will be able to define specified words on a W-2 form and correctly complete the form.
OK-2	Speaking: oral presentation	The student will be able to give an oral talk describing the nature of his/her job.
OK-3	Writing: paragraphs	The student will write a paragraph comparing the differences in procedures of the R.I. State Employment Service and a commercial employment agency.
OK-4	Problem-solving Speaking: oral presentation	Given the names of three occupations, the student will select the one that is most attractive to him/her and orally explain the reasons for his/her choice.
OK-5	Speaking	Given the names of three types of tests, the student will be able to define them and explain the purpose of each.
OK-6	Reading: information Writing: reports organization	The student will be able to prepare a job folder including employment ads, pictures and detailed reports of a selected occupation.

OCCUPATIONAL KNOWLEDGE

Objective	Skills	Behavioral Objective
OK-7	Writing: business letters	The student will be able to write a letter of application.
OK-8	Problem-solving	Given examples of problem situations that can occur on specific jobs, the student will suggest two possible solutions to each problem.
OK-9	Reading: information Writing: filling out forms Speaking: vocabulary pronunciation	Given a copy of a W-4 form (Employee's Withholding Exemption Certificate), the student will be able to fill out the form and define specific terms asked by the teacher.
OK-10	Reading: comprehension vocabulary Speaking: articulation	Given a copy of an application form for union membership, the student will read aloud and explain unfamiliar terms in the section preceding the signature.
OK-11	Writing: organization	The student will be able to arrange in sequence the procedures involved in filing an unemployment claim.

Level 1

CONSUMER ECONOMICS

Objective	Skills	Behavioral Objective
CE-1	Reading: comprehension vocabulary Speaking: pronunciation Writing: spelling	Given a list of ten items, the student will be able to name the kind(s) of stores where each could be purchased.
CE-2	Computation Reading: word recognition Writing: spelling	Given three problems involving making change, the student will be able to write out numerically and in word equivalents the correct amounts.
CE-3	Problem-solving Speaking: articulation pronunciation Writing: spelling	The student will be able to name three sources for information or help with personal tax problems.
CE-4	Listening Writing: spelling	The student will be able to record specific information from a sample budget given orally with 75% accuracy.
CE-5	Reading: information charts location	Given a nationally-known mail order catalog, the student will be able to completely and accurately fill out a sample mail order form.

Objective	Skills	Behavioral Objective
CE-6	Reading: information vocabulary Computation	Given a group of food items from newspaper ads, the student will identify the least expensive grocery item using unit pricing.
CE-7	Speaking: articulation Writing: making lists spelling	The student will be able to list at least three gimmicks used in sales and advertising.
CE-8	Reading: location Writing: copying	The student will be able to locate in the Yellow Pages the names and addresses of at least three stores in his/her neighborhood that sell appliances and furniture at a discount.
CE-9	Listening Reading: vocabulary Speaking: pronunciation	Given a copy of a utility bill, the student will be able to circle and identify terms dictated to him/her.
CE-10	Reading: information Computation	Given figures concerning odometer readings and gallons of gasoline, the student will be able to calculate approximate gas mileage for a private car.

Level I (cont'd)

CONSUMER ECONOMICS

Objective	Skills	Behavioral Objective
CE-11	Writing: filling out forms Computation	Given sample entries of deposits and checks written, the student will be able to calculate the balance in a checking account.
CE-12	Reading: vocabulary Writing: filling out forms	The student will be able to accurately complete a facsimile of an application for a loan.
CE-13	Reading: comprehension Speaking: pronunciation Problem-solving	Given a list of community organizations and agencies in R.I., the student will be able to select and orally identify those that offer help for consumer problems.

Level 2

CONSUMER ECONOMICS

Objective	Skills	Behavioral Objective
CE-1	Problem-solving Speaking: pronunciation Writing: outlining	The student will be able to distinguish "goods" from "services" by giving three examples in each category.
CE-2	Computation Reading: location	Given a metric conversion table, the student will be able to calculate his/her own weight and height in metric and standard American measurements.
CE-3	Reading: location information Computation	Given a copy of a wage statement, the student will be able to calculate the percentage of income withheld in taxes.
CE-4	Reading: vocabulary Writing: filling out forms	Given specific information on income and expenses, the student will be able to complete a short sample budget form.
CE-5	Reading: comprehension information	Given a selection from a consumer guide about a particular product, the student will be able to determine the initial cost and average amount of repair-free use for that product.
CE-6	Reading: information Computation	Given quantities and prices of different sizes of a given brand item, the student will be able to calculate the price per unit and determine the size that is most economical.

Level 2 (cont'd)

CONSUMER ECONOMICS

Objective	Skills	Behavioral Objective
CE-7	Reading: comprehension information vocabulary Speaking: articulation	Given a sample warranty for a particular product, the student will be able to state whether the buyer or the manufacturer is responsible for repair, shipping or labor costs.
CE-8	Speaking: giving directions Writing: sentence construction	The student will be able to explain how to examine a piece of furniture to determine it's quality.
CE-9	Reading: location information Problem-solving	Given information concerning specific housing needs and salary limitations, the student will be able to locate in the classified section of the newspaper at least three appropriate apartments for rent in his/her community.
CE-10	Writing: summarizing spelling	The student will be able to completely and accurately write out a classified ad for selling a car of his/her choice.
CE-11	Writing: filling out forms	The student will be able to accurately fill out sample copies of various banking forms.

Objective	Skills	Behavioral Objective
CE-12	Reading: comprehension information location Computation	Given a sample paragraph of an installment contract, the student will be able to locate information about and compute the annual percentage rate of the finance charge.
CE-13	Reading: comprehension organization	Given a list of steps one can take to register a complaint, the student will be able to arrange the actions in the most effective sequence.

Level 3

CONSUMER ECONOMICS

Objective	Skills	Behavioral Objective
CE-1	Writing: paragraph construction Problem-solving	The student will be able to describe in a short paragraph how a person contributes to society as both a producer and a consumer.
CE-2	Reading: comprehension Computation	Given problems involving temperature, the student will be able to use the standard conversion formula to calculate temperature in degrees Fahrenheit and Centigrade.
CE-3	Reading: location Problem-solving Speaking: articulation Writing: sentence construction	Given a graph of a government budget, the student will be able to select and describe the area that receives the most tax support.
CE-4	Reading: comprehension Problem-solving	Given descriptions of possible actions a person in financial trouble could take, the student will choose the alternative he/she considers most likely to be beneficial.
CE-5	Reading: location Speaking: articulation Writing: sentence construction	The student will be able to describe and locate the special sections of his/her newspaper that catalog information on products and services.

Objective	Skills	Behavioral Objective
CE-6	Reading: vocabulary organization	Given a list of seasonal items, the student will be able to mark on a calendar the times when each item would most likely be on sale.
CE-7	Reading: comprehension information Problem-solving	After reading a summary of the FTC (Federal Trade Commission) criteria for determining whether an ad is particularly misleading, the student will be able to select from several widely circulated ads the one(s) actually prohibited by the FTC.
CE-8	Writing: organization sentence construction	The student will be able to draw up a checklist of procedures to follow when comparing furniture and appliances.
CE-9	Reading: information Computation	Given a listing of the total yearly expenses, the student will be able to calculate the average monthly housing cost for the rental of an apartment, ownership of a single home, and participation in a condominium.
CE-10	Speaking: articulation Writing: summarizing sentence construction	The student will be able to describe at least five specific items to look for when examining a used car.

Objective	Skills	Behavioral Objective
CE-11	Writing: outlining summarizing	The student will be able to write in outline form a brief description of the checking account services offered by three local banks.
CE-12	Reading: information Problem-solving Speaking: articulation	Given rates of interest and conditions of various loans, the student will be able to state which loan is best according to his/her personal needs.
CE-13	Reading: comprehension information Problem-solving	After reading about the Truth-in-Lending Act, the student will be able to identify which sentence(s) in a sample contract represent violations of the act.

Objective	Skills	Behavioral Objectives
H-1	Speaking: pronunciation	Given a picture of the human body, the student will be able to identify and label specific parts of the body.
H-2	Reading: word recognition Speaking: articulation	Given pictures of five common safety signs, the student will be able to orally identify the meaning of each.
H-3	Reading: comprehension Writing: spelling Speaking: pronunciation	When given a list of ten food items, the student will be able to select five items that are high in cholesterol.
H-4	Reading: word recognition Writing: spelling Speaking: pronunciation	Given a list of abbreviations for hospital and doctor services, the student will be able to correctly say and spell each word in full.

Objective	Skills	Behavioral Objectives
H-5	Reading: comprehension vocabulary	After reading about the reproductive system, the student will be able to match specific terms with a list of their meanings.
H-6	Speaking: articulation Writing: spelling	The student will be able to list at least three methods of birth control.
H-7	Speaking: articulation pronunciation	The student will be able to orally identify and describe the common childhood diseases.
H-8	Writing: sentence construction spelling Spelling: articulation	The student will demonstrate an awareness of the common health problems adolescents face by describing three sensitive areas of concern for adolescents.
H-9	Writing: listing Speaking: pronunciation	The student will be able to list at least three preventive health examinations that should be scheduled on a regular basis.
H-10	Reading: comprehension	Given three names of services to call in a specified emergency situation, the student will be able to select the proper service.

Objective	Skills	Behavioral Objectives
H-11	Reading: comprehension	After reading materials about Medicare and Medicaid, the student will answer with at least 75% accuracy fifteen true/false statements relating to both plans.
H-12	Speaking: pronunciation	Given a list of words relating to dental health, the student will pronounce and orally define the terms.
H-13	Reading: word recognition reading labels	Given three labels from food items, the student will correctly read and identify the contents of each item.
H-14	Reading: comprehension Writing	After reading a paragraph about drugs, the student will be able to underline the sentence expressing the main idea.
H-15	Writing: spelling	Given the names of community agencies offering counseling services, the student will write out the types of counseling offered by each.

Objective	Skills	Behavioral Objectives
H-1	Reading: comprehension	Given a sample label from a common medication, the student will be able to accurately distinguish between childrens' and adult dosage.
H-2	Speaking: articulation Writing: sentence construction Problem-solving	Given the details of a major accident, the student will be able to describe and illustrate appropriate first aid treatment.
H-3	Reading: comprehension Writing: making lists	Upon completion of reading health pamphlets about cancer, the student will be able to name three forms of the disease and list cancer's seven warning signals with 75% accuracy.
H-4	Reading: comprehension	Given a list of counseling services available in R.I., the student will be able to identify those offering help for medical problems.

Objective	Skills	Behavioral Objectives
H-5	Reading: organization Speaking: pronunciation Writing: listing	After discussing the special dietary needs of pregnant women, the student will be able to plan a daily menu emphasizing those food items noted as being particularly high in needed nutrients.
H-6	Reading: comprehension organization Speaking: articulation Writing: copying	The student will be able to demonstrate his/her ability to use the telephone directory by locating the names and addresses of family planning information centers.
H-7	Writing: organization record-keeping	The student will be able to create a record-keeping chart indicating the kinds of immunization available for children and the ages at which they are given.
H-8	Problem-solving Speaking: articulation Writing: writing sentences	Given examples of common parent-child conflicts, the student will demonstrate an increased awareness of such problems by suggesting at least two alternative solutions to each conflict.
H-9	Reading: comprehension Computation	Given a list of general health examinations and their costs, the student will be able to calculate the total cost per year of such check-ups.

Level 2 (cont'd)

HEALTH

Objective	Skills	Behavioral Objectives
H-10	Speaking: articulation pronunciation	The student will be able to name six items found in a first aid kit.
H-11	Speaking: giving directions articulation Problem-solving	The student will be able to explain the procedure involved in applying for financial assistance for medical problems.
H-12	Writing: making lists	Following a discussion of dental health, the student will be able to list conditions that would require contacting a dentist.
H-13	Problem-solving Reading: recalling information comprehension	Given three sample meal plans, the student will select the one which is most nutritiously balanced.
H-14	Speaking: articulation	The student will be able to orally explain the concept of drug abuse.
H-15	Speaking: summarizing	The student will be able to list orally at least five examples of stress-causing conditions in daily living.

Objective	Skills	Behavioral Objective
H-1	Reading: Location skills	Given a particular ailment, the student will be able to locate in the telephone directory the name and address of a physician specializing in treatment for that disorder.
H-2	Reading: comprehension Writing: simple outlining	After reading various pamphlets about basic safety measures, the student will be able to outline the major kinds of safety hazards found in the home.
H-3	Reading: comprehension location organizing Writing: paragraph construction	The student will demonstrate his/her ability to use the encyclopedia by locating the name of a common disease and by writing a two paragraph report on the information found.
H-4	Reading: comprehension Speaking: articulation giving directions and information	The student will be able to demonstrate how the R.I. "Tel-Med" medical information service can be used, based on directions given in the pamphlet Tel-Med 521-7120 (see bibliography).

Objective	Skills	Behavioral Objectives
H-5	Problem-solving Reading: organization comprehension Speaking: articulation	The student will be able to explain the purpose of genetic counseling and identify at least three community organizations where further information could be obtained (as listed in telephone directory).
H-6	Writing: paragraphs letter format	The student will be able to request a speaker from a local family planning organization by writing a short letter using correct letter format.
H-7	Problem-solving	Given five examples of safety hazards connected with children's play activities, the student will be able to suggest at least three safety precautions that could be taken to prevent serious injury.
H-8	Writing: writing paragraphs	The student will demonstrate an increased appreciation of parent-child relationships by writing a paragraph discussing the importance of "open communication" between parents and adolescents.
H-9	Reading: location comprehension vocabulary Writing: sentence construction Speaking: articulation	Given a list of ten terms related to mental health, the student, using a dictionary, will be able to locate and explain their meanings.

Level 3 (cont'd)

Objective	Skills	Behavioral Objectives
H-10	Reading: comprehension information Speaking: word choice pronunciation Problem-solving	After reading a first aid handbook, the student will be able to explain the techniques involved in the treatment of wounds, burns and shock.
H-11	Computation	Given data relating to Blue Cross quarterly payments, the student will calculate the yearly cost of the insurance.
H-12	Reading: information	The student will demonstrate increased interest in topics relating to dental health by seeking out additional reading materials that provide information reflecting student interest.
H-13	Computation	Given a list of priced food items, the student will be able to calculate the total cost of specified quantities of the items.
H-14	Reading: locating information comprehension organizing Writing: outlining	Using an encyclopedia, the student will be able to locate information about alcohol and outline what has been read.
H-15	Writing: paragraphs	The student will write a paragraph listing at least three ways of improving relationships with others.

Level I

COMMUNITY RESOURCES

Objective	Skills	Behavioral Objective
CR-1	Reading: matching	Given a list of five names and services of community agencies, the student will correctly match the agencies with the services offered.
CR-2	Reading: location skills Writing: copying	The student will locate the names of three government departments in the phone directory and write out their addresses and phone numbers.
CR-3	Speaking: pronunciation articulation Reading: location skills	Using a phone directory, the student will be able to locate and read aloud the names and addresses of major departments in his/her community.
CR-4	Reading: comprehension location skills Listening: following oral directions	Given reading materials about Medicaid and Medicare, the student will locate and read aloud specific sentences designated by the teacher.
CR-5	Reading: comprehension	The student will read information about health agencies and state the main idea of each paragraph.

Objective	Skills	Behavioral Objective
CR-6	Reading: comprehension Writing: underlining	Given a list of ten recreational facilities, the student will underline those that are available in his/her community.
CR-7	Reading: location skills Speaking: pronunciation articulation	Given the index of a newspaper, the student will identify and explain the kinds of information found in the classified, editorial and entertainment sections.
CR-8	Listening: evaluation Problem-solving	Given oral examples of work situations involving discriminatory or unfair practices, the student will be able to choose from three given solutions the one considered to be the most effective.
CR-9	Reading: comprehension Writing: copying	Given a notice announcing a school function, the student will read the announcement and copy correctly the name, location, date and time of the event.
CR-10	Reading: location skills Writing: lists	The student will use the Yellow Pages to locate and list telephone numbers of at least one bus, train and airlines company.

Level I (cont'd)

COMMUNITY RESOURCES

Objective	Skills	Behavioral Objective
CR-11	Reading: information matching	Given ten pictures of highway safety signs and a list of their meanings, the student will correctly match at least eight pictures with appropriate explanations.
CR-12	Listening: following directions Reading: information	Given a facsimile of an airlines ticket, the student will circle special terms designated by the teacher.
CR-13	Reading: location skills	Given the names of several cities and towns, the student will be able to locate them on a Rhode Island map.

Objective	Skills	Behavioral Objective
CR-1	Speaking: articulation Problem-solving	The student will be able to name the major public recreational facilities in his/her community.
CR-2	Speaking: articulation information	The student will be able to contact by telephone a local branch of a government agency and inquire about its services.
CR-3	Writing: outlining	The student will outline the services of three major community agencie
CR-4	Problem-solving Speaking: summarizing and interpreting the content	Using a facsimile of a W-2 form, the student will explain the given social security information.
CR-5	Reading: location skills Speaking: articulation	The student will use directories or other sources of information to contact health agencies by phone and will clearly explain the reason for calling.
CR-6	Speaking: articulation giving directions.	The student will be able to give clear and accurate directions to a specified recreational facility in his/her community.

Objective	Skills	Behavioral Objective
CR-7	Writing: lists Problem-solving	Given the titles of ten books and magazines, the student will correctly list at least eight titles under their library department headings of reference, periodicals and fiction.
CR-8	Problem-solving	Given a list of Rhode Island agencies that register complaints, the student will select those that aid individuals with consumer problems.
CR-9	Reading: comprehension Writing: filling out forms	Given a copy of the letter informing parents of free school lunch programs, the student will read the letter and be able to fill out the accompanying form.
CR-10	Reading: location skills Problem-solving	Given a state map, the student will trace two possible routes from his/her community to a specified destination.
CR-11	Listening: recalling information	The student will demonstrate the ability to understand flight information given orally by writing down arrival and departure times of a specified flight.
CR-12	Speaking: giving information articulation	The student will demonstrate his/her ability to make travel accommodations and reservations by clearly explaining the procedures involved.

Objective	Skills	Behavioral Objective
CR-13	Reading: location skills Speaking: giving directions	Using a Rhode Island map, the student will be able to give oral directions from one location to another.

Objective	Skills	Behavioral Objective
CR-1	Reading: location skills	The student will locate specific information about the community by properly using the various sections of the newspaper.
CR-2	Writing: sentences spelling	Given a list of five government agencies, the student will write two complete sentences describing the basic functions of each agency.
CR-3	Speaking: organizing oral presentations Problem-solving	The student will give a brief oral talk on a community problem, specifying the agencies which can offer assistance.
CR-4	Computation	The student will correctly compute basic math problems involving pension payments.
CR-5	Problem-solving Speaking: development and organization of ideas	Given a specific medical problem, the student will name appropriate health agencies to contact and will explain procedures involved in contacting them.
CR-6	Reading: location skills	Given the Rhode Island Recreation Map (see bibliography), the student will locate specific items on the map and in the index, legend and facilities chart.

Objective	Skills	Behavioral Objective
CR-7	Writing: organization abbreviations	The student will be able to correctly write an ad for sale of an item which could be submitted to a newspaper.
CR-8	Writing: letters	The student will be able to write a letter of complaint to an appropriate authority describing a housing problem.
CR-9	Speaking: making informal presentations	The student will be able to give a brief oral talk on a specified local school issue, clearly expressing details and personal reactions to the problem.
CR-10	Writing: paragraphs	The student will write a paragraph describing liability, collision and comprehensive insurance.
CR-11	Reading: location skills information Computation	Given schedules of two different means of public transportation, the student will calculate the fares and total time involved between two given points.
CR-12	Writing: letters	The student will be able to write a letter requesting overnight accommodations.

Level 3 (cont'd)

COMMUNITY RESOURCES

Objective	Skills	Behavioral Objective
CR-13	Reading: information Computation	The student will be able to use the mileage scale on a Rhode Island map to compute the distance from one locality to another.

Objective	Skills	Behavioral Objective
GL-1	Reading: word recognition vocabulary Speaking: pronunciation	Given the names of major officials currently holding office in Rhode Island, the student will be able to match each with his/her position.
GL-2	Speaking: pronunciation Writing: spelling	The student will be able to identify orally and in writing the major elected officials who represent him/her in local, state and federal government.
GL-3	Writing: labeling computation	The student will be able to demonstrate his/her understanding of the postal system by addressing a package completely and computing the shipping costs involved using a table from the federal post office.
GL-4	Reading: comprehension Problem-solving	Given a description of a particular lawsuit, the student will be able to name the type of court where it would most likely be tried.

Level I (cont'd) GOVERNMENT AND LAW

Objective	Skills	Behavioral Objective
GL-5	Speaking: pronunciation	Given a list of illegal actions, the student will be able to label each crime according to whether it is considered under R.I. law to be an offense, a misdemeanor or a felony.
GL-6	Reading: comprehension Writing: filling out forms spelling	The student will be able to completely and accurately fill out the various forms associated with immigration and citizenship regulations.
GL-7	Reading: comprehension organization information	Given a list of steps involved in obtaining a marriage license, the student will be able to rearrange the list into proper sequence.
GL-8	Computation: percentage	Given a list of ten items and their prices, the student will be able to compute the total cost of each item including the 6% R.I. sales tax.
GL-9	Reading: phonetic analysis Speaking: pronunciation	Given a sample ballot, the student will be able to orally read the names of candidates, parties and propositions.

Objective	Skills	Behavioral Objective
GI-1	Reading: comprehension vocabulary Writing: sentence construction Speaking: articulation	Given a newspaper article involving government operations, the student will be able to circle and define terms related to special government offices and agencies.
GL-2	Reading: comprehension Writing: organization	Given a list of major government agencies and services, the student will be able to label them as federal, state or local functions.
GL-3	Reading: comprehension Problem-solving	Given a brief description of the functions of a particular government agency, the student will be able to select from a list of services those that would appropriately be provided by that agency.
GL-4	Speaking: articulation Writing: sentence construction	The student will be able to explain in a few sentences the rules concerning jury selection and service in Rhode Island.
GL-5	Speaking: articulation Writing: spelling	The student will be able to cite at least three community organizations that provide lawyer referral information.

Level 2 (cont'd)

GOVERNMENT AND LAW

Objective	Skills	Behavioral Objective
GL-6	Speaking: articulation Writing: sentence construction	The student will be able to summarize the steps involved in applying for and obtaining citizenship.
GL-7	Reading: comprehension vocabulary Speaking: articulation Writing: sentence construction	Given a copy of a lease, the student will be able to describe the duties and responsibilities of both the tenant and the landlord as stipulated.
GL-8	Reading: comprehension Writing: organization	Given a list of services supported by tax dollars, the student will label each according to whether it is funded through federal, state or local taxes.
GL-9	Speaking: articulation giving directions Writing: sentence construction directions	The student will be able to give verbal and written directions to his/her local polling place.

Objective	Skills	Behavioral Objective
GL-1	Reading: location comprehension vocabulary Writing: spelling	Given a list of ten words related to legal services and procedures, the student will be able to locate and copy the appropriate definition as given in a dictionary for at least seven words.
GL-2	Speaking: summarizing interpreting Writing: sentence construction	The student will be able to explain in a few sentences what the term "checks and balances" means in relation to the powers of the federal government.
GL-3	Reading: location Writing: copying	The student will be able to locate in a telephone directory the addresses and telephone numbers of three government agencies associated with employment needs or problems.
GL-4	Reading: comprehension Writing: filling out forms	The student will be able to demonstrate how to file a claim in his/her local small claims court by accurately completing the necessary forms.

Level 3 (cont'd)

GOVERNMENT AND LAW

Objective	Skills	Behavioral Objective
GL-5	Speaking: articulation Reading: comprehension Problem-solving	Given a description of an arrest situation, the student will be able to explain what the rights of all the parties are and whether each was treated correctly as stipulated under the law.
GL-6	Speaking: oral presentation articulation Writing: paragraph construction	The student will be able to describe the advantages and disadvantages of citizenship.
GL-7	Computation Reading: location	Given tables of current fees, the student will be able to calculate the licensing and registration costs connected with operating a car in R.I.
GL-8	Reading: comprehension information Writing: filling out forms	Given written directions on determining filing status for Federal income tax purposes, the student will be able to accurately complete items on the 1040A Federal form concerning his/her filing status, dependents and exemptions.
GL-9	Reading: comprehension Speaking: articulation Writing: sentence construction	Given a sample ballot, the student will be able to explain in a few sentences the functions of the offices which appear on the ballot.

APPENDIX B

AUDIOVISUAL MATERIALS

The following films are available at the Film Center, Alger Hall, Rhode Island College. Teachers may place orders by phoning the center 3 weeks in advance. A film center coordinator may also be established in each program to obtain films on a regular basis.

Descriptions of the films listed below can be found in the center's catalog, available on request. According to catalog coding's, these selections are designed for adults; however, teachers are urged to preview all films to determine appropriateness.

Occupational Knowledge

Title	Time (min.)	No.
Does Anybody Need Me Anymore?	28	Z 128
Safety In The Shop: Basic Practices	13	Z 94
Safety In The Shop: Hand Tools	12	Z 95
Safety In The Shop: Power Tools	13	Z 93
Secretary: Taking Dictation	11	K 98
Secretary: Transcribing	11	K 99
Typing Skills: Building Speed	11 1/2	K 100
Typing Skills: Daily Job Techniques	13 1/2	Z 10
Typing Skills: Field of Typing	13	Z 12
Typing Skills: Position and Keystroke	11 1/2	Z 11
Your Job: You And Your Boss	15	Z 86
Your Job: Applying For It	13 1/2	Z 81
Your Job: Finding The Right One	12 1/2	Z 84
Your Job: Fitting In	15	Z 83
Your Job: Getting Ahead	15	Z 82
Your Job: Good Work Habits	13	Z 85

Consumer Economics

Car Talk	12	GM 55
Consumer Skills: Budgeting Your Money	13	Z 76
Consumer Skills: Buying For Immediate Use	13 1/2	Z 73
Consumer Skills: Buying For Long Term Use	13	Z 74
Consumer Skills: Buying On Credit	12 1/2	Z 72
Consumer Skills: Buying Services	13	Z 75
Consumer Skills: Saving And Investing	13	Z 77
Emergency Driving Procedures	20	GM 91
Money: How It Functions	14	Z 7
Money: How Its Value Changes	12 1/2	Z 8
Your Credit Is Good...A Film About Paying Later	15	Y 123

Health

Am I Wife, Mother...Or Me?	30	Z 130

Do I Really Want A Child?	27	Z 127
Does Anybody Need Me Anymore?	28	Z 128
How To Save A Choking Victim: The Heimlich Method	11	J 252
Alcohol	5	J 277
Are Drugs The Answer?	20	W 84
Biography Of The Unborn	15	W 64
Cigarette Smoking	5	J 236
Drug Abuse	5	J 230
Care Of The Newborn Baby	31	L 77
Diabetes And Its Long-Range Control	40	L 132
Diabetes And You, Too!	21	L 61
Doctor Spock	27	L 32
Eating For Two	22	L 58
The Drinking Driver	28	GM 85
Emergency Driving Procedures	20	GM 91
The Health Fraud Racket	28	L 68
Have A Healthy Baby	19	L 135
Hallucinogens	5	J 231
The Family	30	W 94
Narcotics	5	J 233
Managing Your Emotions	10 1/2	K 160
Nine Months To Get Ready	25	L 35
One Day's Poison	30	L 34
Parent To Child About Sex	31	L 71
Marijuana	34	L 118
Poison In The House	10	K 17
Sedatives	5	J 234
Tobacco Problem: What Do You Think?	17	Q 80
Understanding Diabetes	35	L 104
Understanding Stresses And Strains	10	K 28
Vasectomy	16 1/2	L 51
VD - Truths And Consequences	28	L 115
Varicose Veins	8	J 177

Community Resources

Getting The Facts	12	J 211
Know Your Library	10	K 131
Signs And Lines	12	GM175

Government and Law

How We Elect Our Representatives	10 1/2	K 93
Search And Seizure	40	B 066

DE 009 076